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UNIVERSITY OF ALBERTA

PERCEPTIONS OF EDUCATIONAL NEEDS AND ADEQUACY OF ADULT EDUCATION FOR IMMIGRANTS IN EDMONTON

BY

JOSEPH NNADI

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

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EDMONTON, ALBERTA

FALL, 1991

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A. G. KONRAD

J. M. SMALL

P. A. BROOK

Date: August 10, 1991

DEDICATION

This work is dedicated to the loving memory

of my father

LAWRENCE ODO NNADI

ABSTRACT

This study involved three major investigations, namely: to ascertain the perceptions of immigrant students and administrators of immigrant education regarding various needs of immigrants; to ascertain the perceptions of the same respondents regarding the adequacy of existing programs in satisfying the perceived needs of immigrants; and, finally, to analyze the perceptions of needs and adequacy of programs by respondent characteristics.

Data for this study were collected using two separate questionnaires, one for immigrants students, the other for program administrators and instructors. Each questionnaire had sections relating to (1) respondent's personal characteristics and organizational affiliation or role, (2) their perceptions of immigrants' adaptation, employment and educational needs, and (3) their perceptions of the adequacy of programs in satisfying those needs. Perceptions of needs were indicated on a four-point scale, from lowest to highest. The last part of the questionnaires contained open-ended questions which provided for free comments from respondents on the items under investigation.

Responses to the questionnaires were analyzed by means of descriptive statistics using frequency, means, standard deviations, t-tests and F-ratios as appropriate.

The study revealed a great diversity in the educational backgrounds of immigrants. There was substantial diversity in immigrants' perceptions of various items examined: motivation, hierarchy of needs and adequacy of programs. Analyses of responses by immigrants' characteristics revealed significant differences attributable to gender, marital status, length of stay in Canada, age, and above all, level of education. Immigrants with the lowest level of formal education rated adaptation needs higher than did those with either postsecondary or university education.

The study revealed a greater degree of consensus among administrator respondents than among immigrant respondents. However, directors and coordinators generally had higher perceptions of immigrants' needs as well as of adequacy of programs to satisfy the needs than did instructors, volunteers or tutors.

Despite the statistically significant differences among sub-groups of both immigrant and administrator respondents, there were very few significant differences between immigrants and administrators as two distinct groups. The near-consensus observed among the two respondent groups suggests that both providers and consumers of immigrant education in Edmonton are currently in agreement with regard to the content and objectives of immigrant education.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

INTRODUCTION

In 1982, making a case for the place of citizenship education in Canadian adult education, Gordon Selman remarked that "Canada is an immigrant society." He went on to state that some of the earliest adult education activities known in this country "were aimed at assisting immigrants to learn about and adjust to Canadian society..." (Selman, 1983: 12). It is a fact of history that Canada is a country of immigrants. And current world events as well as national economic and demographic trends indicate that Canada will continue to need, and to have, immigrants in good numbers for the foreseeable future.

It is true that the direction and scope of adult education have changed considerably in recent years, as Brook and Devins (1988) have pointed out. Available literature reveals, however, that the content and objectives of adult education for immigrants have remained basically unchanged over the years. This is probably due to the very nature of the immigrant's condition. What is changing, however, is the rate and the source of immigration to Canada. Available statistics indicate, for example, that immigration to Alberta has risen from 9,001 in 1985 to 13,961 in 1988 (Global Press, 1989: 97). Projections are that, as Canada's birth rate decreases from the current 1.8 percent to the anticipated 1.4 percent in 1996 (Employment and Immigration Canada, 1988: 24), and as the "baby boom generation" continues to age, immigration rates will need to be further increased if Canada is to maintain its current work force and social programs.

Canada's population growth is so closely tied to immigration that Employment and Immigration Canada (1988: 24) projects an overall decrease of 6 million in the year 2046 if immigration and emigration rates remain at par between 1986 and 2046. The same study shows that, given an increase of 10,000 immigrants every year between 1986 and 1990 and a levelling off thereafter, the Canadian population in the year 2046 would record no growth over the 1986 figures. This study underscores the need to keep immigration to Canada at least at its 1990 level well into the middle of the next century.

One obvious implication of these projections is that the provision of education for adult immigrants will continue to present a social and

educational challenge in Canada for the foreseeable future. This study attempts to assess the present educational needs of adult immigrants to Edmonton, to identify the adequacy of educational programs available to them, and to propose some educational projects for the future.

Statement of the Problem

This study examined the perceptions of educational needs and adequacy of adult education programs of five immigrant aid organizations in the City of Edmonton.

Sub-problems

1. To report immigration trends for the Province of Alberta and the City of Edmonton. (Although not strictly a part of the "problem" as defined in the "statement of the problem" above, an overview of immigration trends provides a context for the rest of the study.)
2. To ascertain enrolment levels in the educational programs of five immigrant aid organizations in Edmonton.
3. To ascertain the perceptions of immigrants and administrators/instructors regarding the educational needs of immigrants.
4. To ascertain the perceptions of immigrants and administrators/instructors regarding the adequacy of the educational programs in meeting the perceived educational needs of immigrants.
5. To analyze the perceptions of educational needs and the adequacy of educational programs by respondent characteristics.

Importance of the Study

Some scholars are of the view that adult education has been treated as a marginal education activity by both government and society (Small, 1988). As a result of this "marginality," adult education planning has been episodic, not consistent. In a similar vein, Torres (1988) has argued that adult education policies in Alberta have been prompted more by the "expansionist tendencies of bureaucrats" and the need to resolve "struggles between interest groups," than by a needs assessment of the adult education clientele. If these arguments are true for adult education generally, they would be all the more so for those

programs that are exclusive to immigrants who are, themselves, "marginal" consumers of adult education.

Be this as it may, it is in recognition of the importance of immigration to the socio-economic growth of Canada that the Federal Government has, from the inception of adult education in this country, given financial support "for programming of courses and other activities leading to the integration of immigrants and to the advancement of citizenship in general" (Canadian Association for Adult Education, CAAE, 1960: 13). Provincial governments as well as municipal councils do the same, to varying degrees. The general awareness of, and support for, immigrant education puts into proper perspective Gordon Selman's (1983: 12) argument, referred to earlier, of adult education having originated in this country with efforts to assist "immigrants to learn about and adjust to Canadian society."

It is naturally easier to appreciate the past role of immigration to Canada's nationhood in retrospect than to anticipate this role for the future. However, a recent study (Canadian Employment and Immigration Commission, 1988) revealed that for Canada to maintain its 1986 population figure of 24 million in the year 2046, it would require an intake of 180,000 immigrants every year between 1990 and 2046. This represents a total intake of 9,000,000 new Canadians in that period. Thus, by the year 2046, over one-third of the Canadian population would be made up of people who are yet to immigrate to Canada.

Another important observation is that immigration patterns are changing rapidly, with major traditional "suppliers" of immigrants supplying fewer immigrants, and new sources of immigration either emerging or assuming greater proportions. The changing patterns of immigration suggest that traditional educational programs for immigrants may not continue to meet the needs of future newcomers to Canada.

Not much research has addressed either present or future educational needs of immigrants to Edmonton. Alberta Career Development and Employment's publication Immigrants with University Degrees (1986) focused on a small proportion of well educated immigrants to Alberta whose need for continuing education was, predictably, minimal. The focus of Andra Thakur's Schooling and its cultural implications among visible minorities: A study of Black students in Alberta secondary schools (1988) was the school age "visible minority" youth in the regular school system. Many of these were Canadian

born and were neither "immigrants" nor "adult." Z. Husaini and S. Susut's The Needs of Immigrant Women of Edmonton (1984) was a comprehensive study of the problems of immigrant women, and the services and programs (including educational) available to them. It not only did not attempt a global approach to immigrants' needs but also sometimes gave the impression that there was a polarization between immigrant women's needs and those of immigrant men. While it is of interest that Husaini and Susut's study contributed significantly to the creation of "Changing Together A Centre for Immigrant Women" in 1983, it seemed appropriate now to examine the impact of this Centre on the educational needs of immigrant women. This would be a necessary component of a study of adult immigrant education in Edmonton in 1990.

In view of the changes in immigration patterns, the projections discussed above and the paucity of research on the subject, there seemed to be a need for a more focused study of the adequacy of educational programs for adult immigrants in Edmonton. Although adult education is offered by many other institutions and organizations in Edmonton, and although the programs of these other institutions and organizations are open to all, including immigrants, a study based on the five immigrant aid organizations in Edmonton presents a reliable picture of the adequacy of available education programs in meeting the needs of Edmonton's immigrants. The results of this study could contribute to future planning of education programs for immigrants.

Delimitations

1. This study was limited to the following immigrant aid organizations: Catholic Social Services, Changing Together--A Centre for Immigrant Women, Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Assistance to Newcomers and St. Barnabas Refugee Society.
2. This study focused on the impact of education on the perceived educational needs of immigrants, and examined the perceived adequacy of education programs of the immigrant aid organizations mentioned above. It was not designed as a needs assessment project nor as a curriculum evaluation activity.
3. The possible effects of intra-provincial and inter city migration on immigrant education programs were not considered in this study. This

study did not deal with other aspects of the "immigrant experience," nor with other settlement programs of the organizations in question.

Limitations

The questionnaires used in this study were not considered as "standardized" or "tested" instruments, although every effort was made to ensure their appropriateness and effectiveness. However, similar questionnaires had been successfully used in studies such as Husaini and Susut (1984) The Needs of Immigrant Women of Edmonton and Mickelson (1978) Language Needs of Immigrant Women (M.Ed. Thesis).

The sample of this study was limited to immigrant students in the most advanced classes of the five organizations, excluding responses from students of the beginning level of immigrant education.

Definition of Terms

Adequacy of program: A program was considered adequate if,from the respondent's point of view, it effectively bridged the perceived gap between the present and desired state of the learner.

Administrator: In this study the term "administrator" referred to any staff of one of the immigrant aid organizations who was involved either with general administrative duties or with delivery of instruction.

Adult Education: "A process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills" (Darkenwald and Merriam, 1982: 9). In this study, the terms "adult education" and "continuing education" were considered as synonymous.

Immigrant: A person legally entering Canada from another country, with the intention of settling in Canada.For purposes of this study, refugees were also considered as immigrants.

Need: A need is the perceived gap between the present and the desired state of learner.

Organization of Thesis

This chapter has provided a brief overview of the problem to be investigated in this study as well as its rationale, importance, limitations and delimitations. Chapter Two will provide a review of related literature and research relevant to immigrant education needs and programs, nationally and provincially. Chapter Three comprises a description of the specific methodology and data analyses used in this investigation. Chapter Four is a discussion of current immigration trends for Canada and the Province of Alberta as well as immigrant education trends in the City of Edmonton. The descriptive research findings and discussions are contained in Chapter Five, while the analytical research findings and pertinent discussions are provided in Chapter Six. The final chapter contains a summary of findings, conclusions from the findings and their implications for immigrant education policy, practice and research.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Immigration: A World-Wide Phenomenon

Immigration is a vital force in the national life of almost every country. Aspects of national life, particularly educational policies and programs of many countries, have been closely tied to and shaped by immigration trends and immigrant characteristics. Particularly with respect to developed nations, immigration has often had other far-reaching socio-economic ramifications. W. R. Bohning's (1974) "Immigration Policies of Western European Countries" and George Male's (1986) "Policy Issues in the Education of Minorities: A World View" are but two studies that illustrate the multi-faceted dimensions of the immigration factor, and the similarities in the immigration patterns of many nations. In the latter study, the impact of immigration on the educational systems of Australia, England, West Germany, and other countries including Canada, is examined in some detail.

One of the aspects of Male's study that makes it of relevance to this research is the close relationship it establishes between race and colour differences and immigration. Another important aspect is that it creates an awareness that the patterns and characteristics of Canadian immigration are not isolated cases, but that they have their parallels in other parts of the world. In Male's study, immigration is portrayed not only as a world-wide phenomenon, but also as one that permeates every facet of every society.

Canadian Immigration And Social Programs

The literature would suggest, however, that the pervading influence of immigration referred to above, may be more pronounced in Canada than in many other countries. Both the casual reader and the serious researcher often come across statements like "Canada is a country of immigrants" (Selman, 1983: 12) or "Canada always has been a land of immigrants. Indeed, we are a nation of immigrants" (Clamp, 1989: 7). Although statements such as these are so obvious now that to some they may sound like platitudes, they serve as a reminder, perhaps even as a warning, to whosoever may be tempted to sweep this aspect of Canadian history "under the carpet."

The fact is that many burning national issues such as multiculturalism, the Canadian identity, Canadian unity, responsible citizenship, etc., are inseparably linked with immigration.

Even the title alone of Howard Palmer's (1975) study underscores this relationship. It is true that in her "Canadian Multiculturalism: The Policy Explained," Freda Hawkins (1988) argued that the notion that "Canada is a nation of immigrants" is not "the central fact of Canadian history," but rather "the existence of two founding races." Here she was identifying the root causes of political and linguistic tensions in Canada. Does one need to recall here that even "the existence of two founding races" is itself an immigration factor?

Unlike her, J. L. Elliott (1979: 160) stressed the pervading impact of immigration on every facet of Canadian life and Canadian society:

> While no one would question the significance of immigration for the development of Canadian society, one may not be as readily aware that immigration has served Canada in ways that extend beyond the original need to populate a vast territory, supply a labor force or add cultural diversity to the life of the whole . . . Over and above the usual costs and benefits that we tend to associate with immigration, the mass movements of people to Canada over the years have had an impact on what many of us consider to be some of the more pressing issues confronting us today--national unity and minority language rights.

Milly Charon (1983) in Between Two Worlds: The Canadian Immigrant Experience, illustrated the impact of immigration on Canadian society in a different way than the studies mentioned above. In his introduction to this book, Don J. Taddeo (in Charon, 1983: 10) perceived it as a tribute to older generations of immigrants in Canada, as "a living reminder of the forces, determination and courage which motivated people to come to a strange land, to face new languages and cultures, in order to better their lives and the lives of those who would follow." But, more than a tribute to "our forebears," this book is rather a plea for understanding, addressed to those who no longer see themselves as immigrants in this country. Charon (1983: 14) expressed this plea in her Preface:

> If this book arouses some emotion in the reader, if it gives some understanding of the immigrant's plight, if it helps to dissipate the blind, unreasoning prejudice some people have for displaced persons, then I will have succeeded beyond my wildest expectations.

In addition to all this, the book has a deeper significance. The big waves of immigration to Canada seem to have come and gone. Taddeo (in Charon,

1983: 9) recalled, for example, "the Irish immigration following the great potato famine in the mid-nineteenth century, the importation of Chinese labourers in building the national railroad, and the great immigration waves that followed especially after World War II." Nonetheless, Charon (1983) revealed how alive the "immigrant experience" still is in Canada, how present and how dear it still is in the hearts of many descendants of immigrants. Many of the contributors to the book are successful professionals, civil servants or business people, "Canadians" for the past ten, fifteen or more years. The author herself never was an immigrant, but a first-generation Canadian. Yet she has not forgotten the "immigrant experience" that she only observed in others but never really experienced directly. Like her, most of the "established Canadians" are either "first, second or third-generation descendants of immigrants." One important message of this book seems to be that descendants of immigrants have not forgotten, and perhaps should not forget, their past.

The foregoing observations help to establish the extent to which the immigration factor permeates the entire fabric of contemporary Canadian society. The Canadian Association of Adult Education's (CAAE) (1960) Adult Education in Canada, strengthens in the reader a conviction that immigration is at the root of almost every social program in Canada. CAAE (1960: 13) expressed government involvement in the education of immigrants in these terms:

> The Federal Government contributes to adult education in general through the Citizenship Branch of the Department of Citizenship and Immigration. This agency sometimes makes grants for the programming of courses and other activities leading to the integration of immigrants and to the advancement of citizenship in general.

For us the importance of the CAAE statement is two-fold: first of all, it affirms the close relationship between immigration and education (including adult education); secondly, although made some thirty years ago, it is as current today as it was then. It thus confirms Gordon Selman's (1983: 12) view, referred to in Chapter One, that the first adult education programs known in Canada "were aimed at assisting immigrants to learn about and adjust to Canadian society. "

The Immigration Act of 1976

Of the studies that deal more specifically with Canadian immigration, publications such as the Canadian Immigration and Population Studies (CIPS), numbers 1 and 2 (1975), titled Immigration Policy Perspectives and The Immigration Programme, contributed more particularly to the understanding of present-day Canadian immigration policies. They are government "in-house" studies that paved the way for the Immigration Act of 1976, which was actually passed in 1978. Like them, Riel and O'Connell (1975), in The Special Joint Committee of Senate and the House of Commons on Immigration Policy, reported the recommendations of a committee of government charged with the finalization of the Immigration Act. Freda Hawkins' (1972) Canadian Immigration: Public Policy and Public Concern is a more independent study, from a detached academic point of view, that examined and reported public sentiments to immigration policies then in force. Published three years before the Canadian Immigration and Population Studies series and The Special Joint Committee report mentioned above, this work must have contributed, in no small measure, to the policy changes that came into effect in the Immigration Act of 1976

The "public concern" aspect of this book revealed a growing opposition by the general public to the then "liberal" immigration policies of Canada. It is no surprise then that the Immigration Act of 1976 represents a further tightening of immigration controls within the general framework of "selective immigration" principles that date as far back as 1896, and that have progressively become more and more "selective."

Anthony H. Richmond (1978: 121) summarized Canadian public attitude to immigration in these words:

> Traditionally, opposition to immigration came from the manual working classes who saw immigrants as sources of cheap labour, undermining the bargaining position of labour unions. However, an educationally selective immigration policy, such as that conducted by Canada in recent years, now threatens the middle classes and those who are upwardly mobile. Recent public opinion polls in Canada suggest that although higher education is still associated with a more favourable attitude towards immigration, there is less variation between the different education levels now than in the past. There has been a substantial drop in support by the university-educated for the idea that Canada needs immigrants.

Tienhaara (1975: 26) had expressed similar views, and Richmond acknowledged this source. In the light of the foregoing observations, some aspects of the declared objectives of Canadian immigration policy, as set out in Part 1, section 3, of the Immigration Act of 1976 (quoted in Richmond, 1978: 123), become more meaningful. These include:

> "a) to support the attainment of such demographic goals as may be established by the Government of Canada from time to time in respect of the size, rate of growth, structure and geographic distribution of the Canadian population;
>
> "b) to enrich and strengthen the cultural and social fabric of Canada;
>
> "c) to facilitate the reunion in Canada of Canadian citizens and permanent residents with their close relatives from abroad; "
>
> d) to encourage and facilitate the adaptation of persons who have been granted admission as permanent residents to Canadian society by promoting co-operation between the Government of Canada and other levels of government and non-governmental agencies in Canada with respect thereto;
>
> "h) to foster the development of a strong and viable economy and the prosperity of all regions of Canada."

The wording of objective "a" above gives a clear indication that the implementation and interpretation of the immigration policy is to be an on-going activity, subject to constant review in response to the "moods" of the times. Objective "d" contains government commitment to such adjustment and educational programs as were referred to by the Canadian Association for Adult Education (1960). It is such a commitment that, in part, forms the basis of programs that will be the subject of the present study. Objective "h" is an acknowledgement that the policy has its economic dimensions in addition to humanitarian and cultural implications. The economic aspects of the Immigration Act of 1976 will be examined more closely in the next section.

The Economic Factor

In addition to making changes that affect immigrants and their sponsors directly, the Immigration Act of 1976 allows the Provinces greater participation in determining immigration levels for their regions. Global

Press (1989: 95), in The Canadian Almanac and Book of Facts 1990, summed up the content and significance of the Act in these general terms:

> The most recent changes to immigration policy were contained in the Immigration Act of 1976 (proclaimed in 1978) which specified the objectives of Canada's immigration program. These include demographic goals, cultural and social enrichment, family re-unification, the fulfillment of Canada's international obligations to refugees and the use of immigration to assist economic development. The Act also provides for increased consultation between the Federal and provincial governments to determine regional demographic and labor needs.

It is important to note that greater provincial participation in the immigration process is meant primarily to ensure that immigration levels respond to the economic needs of the different regions of the country. Global Press (1989: 95) also affirmed that "in the 1980s Canadian immigration has continued to be tied closely to economic conditions," implying that it has always been so. This is a subject which Jeremiah Allen (1978) examined in considerable detail; his is essentially a study of The Immigration Act of 1976. Allen (1978: 124) explained:

> The Act defines three different classes of immigrants, and the criteria for admission differ for each class. A Canadian citizen or landed immigrant may sponsor the immigration of a dependent relative--this is the class of sponsored dependents. The other two classes of immigrants must meet criteria related to the labour market. People applying for immigration to Canada are assigned points for characteristics which, in the general population, correlate positively with success in the labour market, i.e. with relatively low rates of unemployment.

One of the major concerns of Canadian immigration policy is that the prospective immigrant does not become a financial burden to the Canadian society, but rather that such a person should be in a position to contribute to the nation's economic development.

The importance of this detail to the present study is, that it does reveal, to some extent, what the government's perception of the "successful" immigrant is; it stresses immigrants' eventual economic independence as an indicator of successful adaptation, settlement and educational programs for immigrants. This research will examine the extent to which providers (educators and administrators) and consumers (immigrants themselves) of

education for immigrants share this concern and this perception of successful immigration.

Educational Needs of Immigrants: The National Scene

The educational needs of adult immigrants have been the subject of numerous studies, particularly at the national level. Catherine Read and Ron MacKay (1984) examined recent data relating to immigration trends and characteristics of immigrants in terms of linguistic and ethnic background, education and income. One of their conclusions was that "where immigrants work" was also "where illiterates work"; with the obvious implication that immigrants were generally illiterates.

On a similar tone, one of the findings of the Southam Newspaper Group's (1987: ii) report, Literacy in Canada: A Research Report, suggested that "illiteracy in either of Canada's official languages was higher among immigrants than native-born Canadians," explaining that "100,000 illiterates a year are being added to the Canadian population by flawed education system and humanitarian immigration policies."—The report estimated that 35 percent of immigrants were illiterate.

Teachers of English as a Second Language (TESL, Canada) (1981) seemed to take a more penetrating and a more comprehensive look at the educational needs of immigrants. This document was, principally, a reaction to the changing ethnic and linguistic distribution of immigrants to Canada in recent years. It proposed an educational and settlement package considered best suited to South East Asian adult refugees and immigrants. While recommending that "language training be recognized as the key factor in immigrant integration," it sought a federal government language-training policy that "integrates social and employment rationales." It is a recognition that literacy alone is not enough for the immigrant. And, as we shall see later, other available literature suggests that this message was echoed more and more loudly in the last decade.

Adult Education and the Immigrant in Alberta

Alberta Department of Advanced Education (1988: 1), in Further Education: Policy, Guidelines, Procedures, stated the Alberta Government policy on further education as follows:

> Alberta Advanced Education will facilitate involvement in further education by adult Albertans, and encourage systematic inter-agency communication, cooperation and coordination in the provision of learning opportunities for adults.

In a preamble to this policy statement, the document had indicated that

> The Government of Alberta is committed to facilitating appropriate learning opportunities that enable adult Albertans to develop their diverse individual capabilities.

The first observation that can be made from the above excerpts is that the target population, in this policy, is the "adult Alberta resident" in general. Thus programs and services provided for in the Further Education Policy are, by implication, also available to adult Alberta immigrants. However, the policy does envisage two programs that specifically relate to immigrant needs: "Citizenship Further Education Courses" and "English or French as a Second Language Further Education Courses." The former is described as "courses designed to orient immigrant adults to life in Canada," and of the latter the document says: "English as a Second Language classes are expected to have New Canadians as students" (p. 8).

The second point of interest in the document is that the Alberta Further Education policy provides a framework for collaboration with other agencies, particularly Federal Government agencies, in the context of the provisions of The Immigration Act of 1976, Part 1, Section 3 (d), discussed earlier. It is to be recalled that this section of the Act dealt with support for settlement and adaptation programs for new immigrants. Thus Alberta Government's commitment to "encourage inter-agency communication in the provision of learning opportunities for adults" is an endorsement of the Act and an assurance of some learning opportunities to immigrants coming to Alberta.

Adult Education Programs in Edmonton

Two recent studies have been devoted to compiling adult education programs available in Edmonton. The main objective of Alberta Vocational Centre's (1988: 1) study, Adult Basic Education Programs and Services, Edmonton Region, 1988-1989, was "to provide a catalogue of programs, services and resources to Adult Basic Education which are available in the Edmonton Region." A common characteristic of Adult Basic Education courses listed in this document is that they are generally remedial, credit courses, with K-12

equivalencies. They are offered by regular academic institutions, notably, Alberta College, Alberta Vocational College (then called Alberta Vocational Centre), The Edmonton Public School Board, as well as the Edmonton Private School Board, Grant MacEwan Community College, etc. All programs listed are available to interested immigrants who satisfy the admission criteria.

Brook and Devins' (1988) study, Learning Opportunities for Adults in Edmonton, Alberta, dealt with a wider spectrum of adult learning activities and situations in the City of Edmonton. More than a catalogue of programs or courses, it is a catalogue of providers of instruction for adults. These providers are grouped under four categories: entrepreneurial or independent agencies, educational institutions, community-based organizations, and special interest associations. The educational programs of two of the "Special Interest Associations"--The Mennonite Centre and The Edmonton Immigrant Services Association--and of The Catholic Social Services (listed as a community-based organization) are exclusive to immigrants, and will form part of the present study.

According to Brook and Devins (1988), English as a Second Language is not only in high demand, but also has the most providers. It is offered by the Edmonton Public Schools Continuing Education, Alberta Vocational College, Alberta College, The Mennonite Centre for Newcomers and Edmonton Immigrant Services Association (where it is called "Conversational English"). Adult Basic Education ranks next in terms of availability of opportunities. The providers include Edmonton Public Schools Continuing Education, the Alberta Vocational College, Alberta Women's Institute (where it is taught in conjunction with citizenship education) and TERRA (The Association of Assistance to Unwed Mothers). In the chapters that follow, the levels of interest current immigrants take in these and other educational programs are reported; as well as their perceptions of the adequacy of these programs in meeting their perceived needs.

Edmonton Social Services (Housing and Social Planning Branch, 1986), Immigrant Needs and Services in Edmonton, is a study that, to some extent, anticipated the objectives of both Adult Basic Education Programs and Services in Edmonton and Learning Opportunities for Adults in Edmonton, Alberta. This study examined "immigrant needs and services" in general, of which educational needs and programs are only a part. But it is more relevant to the present study because its focus is on "immigrant needs" rather than "services."

Appendix C of the study provided a list of educational institutions, community agencies and ethnic organizations, and described the nature of adult education programs and services they provide. This appendix could serve as a reference for immigrants or for counsellors and advisers of immigrants.

The Edmonton Social Services' study is, however, not devoid of interest or insight into the broader question of the need areas in immigrant adult education. In the text cited below, Edmonton Social Services (1986: ii) related educational needs to social problems that arise when those needs are not met:

> With a comparatively higher proportion of immigrants coming from non-English speaking countries, demand for English as a Second Language (ESL) programs has increased significantly since the late 1970s. Survey results indicate that inadequate knowledge of English, coupled with adjustments to an unfamiliar social environment,have created problems including underemployment, family breakdown, mental stress, and difficulty in assimilation with the mainstream of society.

And it went on to recommend:

> the provision of additional day-time and evening ESL classes, trade-specific ESL courses, long term ESL programs, adequate pre-employment counselling, job placement programs and services, life-skills programs, out-reach programs, opportunities for multi-cultural education, and translation and interpretation facilities.

The attentive reader would recognize in this text some echoes of the Teachers of English as a Second Language (TESL, Canada) recommendations, discussed earlier.

However, these concerns and recommendations are not entirely new, even in the TESL (Canada) document. Mickelson (1978) expressed similar concerns and made similar recommendations. The major difference was that its scope was limited to language needs and its population restricted to immigrant women. The study rests on the argument that "many authorities, agencies and individuals who are involved in caring for New Canadians feel that women immigrants' language needs in many instances are not being met" (Mickelson, 1978). And its findings confirm the "feeling" of "authorities and agencies" regarding immigrant women language difficulties.

The recommendations made by Mickelson (1978) are early versions of those contained in Immigrant Needs and Services in Edmonton. They include increased language on-the-job training, multi-lingual information programs, more intensive immersion-type language and orientation programs,

establishment of bilingual language-training classes, setting up in Alberta of well organized multi-service reception centres modelled after those in Winnipeg and Toronto, closer ties between professional, technical and trade associations and language training institutions in order to provide job-specific language instruction, etc. (Mickelson, 1978: 67-69).

An important aspect of this study was its implicit recognition that Edmonton had much to learn from other Canadian cities in terms of content and scope of immigrant education and services. With regard to improved reception centres, Winnipeg and Toronto were cited as models. In the text that follows, Mickelson (1978: 46) gave further examples of what Edmonton could learn:

> Provision must also be made for potential labour force candidates through programs similar to the Vancouver Chinese Women's Resource Project and the Mothers (Parents) and Pre-Schooler program in Toronto, Calgary and Vancouver.

Although some of these recommendations border on social programs and self-help projects and seem to move away from "language needs" strictly speaking, it goes without saying that language needs, family needs, job-related needs, all can be interwoven in the immigrant's situation. What is more significant is that Mickelson's recommendations, as well as those of Edmonton Social Services, point to some degree of inadequacy of existing immigrant education programs. Today, 12 years after Mickelson's study, it is perhaps time to ask if those inadequacies still exist to the same degree, and to ask the same questions not only of language needs but of other educational needs, and not only of immigrant women, but of all immigrants in Edmonton.

Husaini and Susut (1984) expanded the scope of Mickelson's study; however, both shared the delimitation and limitation of having only immigrant women as their target population. Explicitly placing their study in the context of the feminist movement, Husaini and Susut (1984: 121) stated that this work was "a part of an overall struggle of immigrant women to emerge from total anonymity and make visible the exact nature and extent of their contribution to society, as well as their oppression in the family and in the work places . . ." From this statement, the reader gets the impression that the authors of this document saw themselves primarily as spokespersons for immigrant women, and their study as an instrument of women liberation. The objectives of this work were stated as follows:

1. To discover the needs of immigrant women in Edmonton;
2. To find out the kinds of assistance and services available to them;
3. To identify the gaps that exist between their needs and services;
4. To collect information on what exists in terms of services and facilities specifically for immigrant women in other parts of Canada; and
5. To locate those immigrant women who would be willing to get involved in working for the betterment of immigrant women.

From the foregoing, one can see that the objectives of this work extend beyond the scope of the present study, though it offers a lot of insight into the subject of immigrant needs in Edmonton. In their findings, Husaini and Susut (1984) stressed:

1. The changing image of the present-day immigrant woman;
2. The discrimination against women in immigration and settlement policies, programs and services; and
3. The distinction between initial needs of immigrant women and their subsequent, long term needs.

The "initial" needs were classified as those basic, survival or adaptation needs which the immigrant woman feels immediately on arrival in Canada. They included "getting a job, learning to speak English, health problems." The other needs were categorized as "personal, psychological, educational, socio-cultural," and emerged only after the basic, survival, needs had been met. It is obvious that this categorisation of the immigrant women's needs reflects Maslow's hierarchy of needs theory which Boone (1985: 114) summarized as follows:

> According to Maslow, needs may be arranged from the lowest and most fundamental to the highest. Within this hierarchy, a higher-level need is not activated until the individual has attained some level of satisfaction of the need(s) below it. Maslow's hierarchy of needs, from the lowest to the highest, includes (1) survival, (2) safety,(3) belonging, (4) recognition, (5) achievement, and (6) self-actualization. On the whole, an individual cannot satisfy any higher-level needs until preceding needs are satisfied.

It is logical, therefore, that the second category of needs of immigrant women are not even felt unless and until the first group have been satisfied.

More significant, perhaps, were the findings of Husaini and Susut (1984: 107) that the survival needs "get, relatively speaking, satisfied for only some"

immigrant women (emphasis mine). They also affirmed (1984: 108) that the higher-order "personal, psychological, educational, socio-cultural" needs were "not even clearly articulated, let alone satisfied" in most immigrant women.

Two aspects of these findings are of particular interest to the present study. The first is that ESL is considered a "survival need"--a requirement for the immigrant woman's survival in Canadian society--not a response to intellectual or educational needs. It is noteworthy that TESL (Canada) (1981) also used the term "Survival English" for the English which immigrants learned on arrival in this country.

The second aspect of the findings that is of particular interest is the fact that the educational needs of immigrant women are among those that "remain almost totally unsatisfied." Educational needs had been described earlier in the study (Husaini and Susut, 1984: 82) as "employment-related education, training-related needs," "needs to combat cultural alienation, needs to know something about legislation." They were described as needs that were "specifically related to their personal advancement and personal fulfillment rather than to the settlement of their families." It becomes clear that these are of a higher order than survival needs. When they relate to employment, they are associated with social mobility and advancement in paid work, not with survival.

Torres (1988) tended to confirm the non-fulfillment of these types of needs for immigrants in general, and even to suggest that immigration policies were aimed at ensuring that immigrants adapted just well enough to occupy the lower echelons of the work force, but did not advance enough to threaten established socio-economic hegemonies. Richmond, (1978) indicated that the objectives of current immigration policy included the recruitment of "unskilled workers" from neighbouring Caribbean Islands.

Summary

Of the literature reviewed, some provide the political framework, others the economic philosophy, guiding adult immigrant education in Canada. Yet others examine the social environment in which the immigrant operates, as well as the socio-economic factors that sometimes militate against the desired goals of immigrant education programs. The studies that focused on the provincial scene were either documentations of needs of immigrants,

programs and services available to them, or they were needs assessment and program evaluation studies.

Of the latter group, Husaini and Susut (1984), The Needs of Immigrant Women of Edmonton, was an in-depth study. Like many others, its conclusions suggested significant inadequacies in the immigrant women's educational programs. Its recommendations included a re-ordering of priorities in the services and resource allocation of service organizations dealing with immigrants; a constant re-education of immigrant service workers, and "sensitizing" them to the needs of immigrant women; equal representation of men and women in ESL programs; the provision of child care for immigrant women, and increased funding for "Changing Together--A Centre for Immigrant Women" in Edmonton.

The importance and success of this study (and the movement of which it was an expression) can be judged from the fact that, even before it was completed, it became instrumental in the creation of "Changing Together--A Centre for Immigrant Women." In 1983, "Changing Together" became the fifth of the immigrant aid organizations in Edmonton, recognized and funded by the Provincial Government and other agencies. Seven years later, its students, administrators and instructors deserve to participate in a study on the perceptions of adequacy of the kind of programs they have been involved with--alongside their counterparts in the other four immigrant aid organizations in the City of Edmonton.

CHAPTER THREE
METHODOLOGY

The purpose of this study was to ascertain the perceptions of educational needs and adequacy of education programs of five immigrant aid organizations in the City of Edmonton. The study also examined the relationships between the demographic, educational and other characteristics of respondents and their perceptions of the needs and adequacy of the programs.

Research Design

The methodology adopted in this study was the descriptive survey method. This method is best suited to probe the "opinions" or "attitudes of people," as Leedy has pointed out (1989: 141). The "people" in question in this study were the providers and consumers of immigrant education in Edmonton. The research design adopted in this study was intended to reduce researcher bias to the minimum as well as to ensure confidentiality of data sources.

Instrumentation

The principal instrument of the survey method is the questionnaire. In the present study, two separate questionnaires were used: questionnaire "A" for immigrant students, questionnaire "B" for program administrators and instructors. (See appendices C and D for the questionnaires.)

Each questionnaire was divided into four parts. "Section A" focused on respondents' personal characteristics and organizational affiliation. This section also sought to establish what educational programs were available in the organization to which each respondent belonged. The objective of this section was to determine if, and to what extent, any personal characteristics of either the immigrants or the administrators and instructors were particularly relevant to their perceptions of either needs or adequacy of programs.

"Section B" explored respondents' perceptions of immigrants' needs, including their motivation for coming to Canada and the adaptation, employment and educational needs they felt in Canada. The information gathered in this section was necessary for a proper evaluation of respondents' perceptions of adequacy of programs to the perceived needs of immigrants, which was done in "Section C." Perceptions of both needs and adequacy in

Sections "B" and "C" were indicated on a four-point scale, with "1" indicating the lowest level and "4" the highest level of perception, respectively. This enabled the researcher to "measure" the "degree" of these perceptions for eventual comparisons and analyses.

"Section D" contained open-ended questions. Immigrant respondents were asked to comment on what they liked most, liked least, found most useful, or least useful, etc. in the educational programs available to them. Similarly, administrator/instructor respondents were asked to indicate what they thought their students liked most, liked least, found most useful or least useful, etc. The objective of this section was to give respondents the opportunity to offer information or additional insights which they may not have been able to offer in the closed-option questions.

The special advantage of the two questionnaires approach was that it provided a basis for comparison of perceptions of needs and adequacy of programs from the perspectives of both the immigrants themselves and the administrators/instructors of educational programs.

As was mentioned in Chapter One, the instruments for this study were modifications of those used in Husaini and Susut (1984) The Needs of Immigrant Women of Edmonton and Mickelson (1978), Language Needs of Immigrant Women (M.Ed. Thesis). The major modification to the instruments used in these two studies was the introduction of the four-point scale for "measuring" degrees of perceptions in the present study. Neither Mickelson nor Husaini and Susut made use of such a scale. Moreover, Mickelson's questionnaire, reflecting the scope of his study, was limited to probing the language skills and needs of immigrant women. For the most part, it solicited a "Yes/No" response to questions.

Husaini and Susut (1984) made use of the interview method, particularly in respect of immigrant women, who, according to the study, were mostly illiterate. In the present study, the interview method was not used because of its potentials for research bias. Also, the scope of the present study did not permit the inclusion of such needs areas as "Psychological/Identity Needs," "Socio-cultural Needs," "Family Related - Interpersonal Needs" which featured prominently in Husaini and Susut's study (1984).

The Population and Sample

The population for this study was the adult immigrants in Edmonton involved in any immigrant education program, and all the administrative personnel and instructors involved in delivering adult education to immigrants in Edmonton.

The sample of the present study was chosen from the most advanced classes in five immigrant aid organizations. Students in these classes were considered by their instructors competent enough in the English language to respond to these questionnaires.

To ensure representativeness of the sample, no attempt to "pre-select" respondents was made. All immigrant students in the most advanced classes and all administrators and instructors in five immigrant aid organizations received the appropriate questionnaire.

The Data

The primary data for this study were the responses students and program administrators and instructors gave to the the questions in the "A" and "B" questionnaires, respectively. Questionnaires were administered through a director of the educational programs of an immigrant aid organization. All data gathered from responses to a questionnaire so administered have been considered admissible for the purposes of this study.

Data relating to national, provincial and municipal immigration trends were considered secondary, and were cited only to provide a context for this study. Immigration data available in government documents or in other publications quoting government sources were considered admissible, as secondary data.

Specific Data Treatment of each Sub-Problem

Sub-problem 1. To report immigration trends for the Province of Alberta and the City of Edmonton. This was done (in Chapter Four) through documentary research. Primary sources for the treatment of this sub-problem included government publications such as Immigration to Alberta: Overview 1983-87, Immigration to Alberta: Overview 1984-88, both by Alberta Career Development and Employment, and Future Immigration levels: 1988 Consultation Issues by Employment and Immigration Canada, as well as yet

unpublished internal reports such as The Alberta Workforce for the Year 2000(1990) by Alberta Career Development and Employment.

Sub-problem 2. To ascertain enrolment levels in the education programs of five immigrant aid organizations. This sub-problem identified courses offered by the five organizations as well as the levels of enrolment in these courses, as contained in responses to the questionnaires.

Sub-problem 3. To ascertain the perceptions of immigrants and administrators regarding the needs of immigrants. The questionnaires were designed to probe the immigrants' and the administrators' perceptions of what needs students expected to satisfy by enroling in the education programs. Perceptions of needs were ascertained (Chapter Five, section III) through statistical processes, using means and standard deviations.

Sub-problem 4. To ascertain the perceptions of immigrants and administrators regarding the adequacy of the programs in meeting the needs of immigrants. Both questionnaires "A" and "B" were also designed to elicit the respondents' perceptions of the extent the needs perceived in sub-problem 3 were met by the programs of the aid organizations. Perceptions of adequacy were ascertained (Chapter Five, section IV) using means and standard deviations. Respondents' comments on their perceptions of adequacy, in response to the open-ended questions, were summarized and discussed (Chapter Five, section V).

Sub-problem 5. To analyze the perceptions of needs and adequacy by respondent characteristics. The following respondent characteristics were examined in relation to the immigrant respondents' perceptions of needs and adequacy: gender, age, marital status, place of birth, length of stay in Canada, highest level of education, place of earlier education, organizational affiliation, and length of attendance at the organization. For administrator/ instructor respondents, the personal characteristics examined were gender, age, organizational affiliation, role in the organization and length of service in the organization. Respondents were grouped according to these personal characteristics and data were collapsed to provide meaningful categories. Analyses were performed through group comparisons using the t-test when only two sub-groups were involved, and the F-test when there were more than two sub-groups. The analytical findings are reported in Chapter Six.

Data Processing and Reporting

Processing Each of the questionnaires was pilot tested. The student questionnaire was pilot tested at the Alberta Vocational College with a thirty-student ESL class of immigrants whose level of proficiency in English was estimated by the instructors at Grade 6 equivalent. From questions asked and observations made by members of this class and their instructor, incomplete or inappropriate questions were rephrased or eliminated from the questionnaire. Some questions were further clarified and the language simplified in some cases.

The administrator/instructor questionnaire was pilot tested at the University of Alberta with a treaty-member class of graduate students in Education, many of whom were involved in the ESL program. As with the student questionnaire, comments and criticisms from this class and their professor led to modifications, clarifications and rewording of some questions. Requests to carry out the survey were made to the appropriate authority in each organization in April and May 1990. Permission was granted in all cases prior to the distribution of the questionnaires in June of that year.

Questionnaire "A" was distributed to the most advanced classes of students of the immigrant aid organizations through the executive director, the director or the coordinator of the organization, as applicable. Respondents returned completed questionnaires to the appropriate director or her designee in a sealed envelope provided by the researcher. Responding to the questionnaire was voluntary. Confidentiality of respondents' identity was built into the instrument, and further assurances of confidentiality of information were made in letters to prospective respondents (see Appendices C and D). Questionnaire "B" was distributed to administrators/instructors in the five organizations; the same level of confidentiality of respondents' identity and of information was guaranteed administrators/instructors.

Following telephone reminders, altogether, 72 "A" questionnaires and 40 "B questionnaires were distributed. Of these, 36 and 26, respectively, were returned, representing a 50 and a 65 percent response rate, respectively.

Reporting. Where possible and appropriate, responses to research questions have been reported in tables showing frequencies, percentages, means, standard deviations, t-values, and F ratios as applicable.

These presentations provided a visual, graphic summary of respondents' perceptions of both pre-program needs and adequacy of programs.

Answers to the open-ended questions were summarized in narrative content-analysis type of reporting. It was of particular interest to see to what extent responses to the open-ended questions corroborated the responses to the closed-option questions.

SUMMARY

This chapter examined the instruments and the methodology used in this study. It explained the content and the objectives of both the student and the administrator/instructor questionnaires, as well as the processes through which the questionnaires were administered. The chapter also discussed the target population, the sample and the treatment of specific sub-problems. It examined the criteria for admissibility of data, the types of data analyses which led to the findings reported in Chapter Five, and the rationale and methodology for the analytical findings reported in Chapter Six.

CHAPTER FOUR

CURRENT IMMIGRATION TRENDS AND IMMIGRANT EDUCATION IN ALBERTA

INTRODUCTION

This chapter provides a brief review of current national and provincial immigration trends in response to research sub-problem 1 of this study. This is followed by a review of a geographical distribution of Alberta immigrants, and a discussion of educational needs commonly associated with immigrant status.

IMMIGRATION TRENDS: 1981 - 1988

Canadian Immigration and Population Studies (CIPS) publication No. 3 (1975), Immigration and Population Statistics, examined immigration trends up to 1975. It supplied the statistical background information that went into the preparation of the Immigration Act of 1976 discussed in Chapter Two. For the purposes of the present chapter, the CIPS publication is relevant only as a backdrop, a setting, against which current immigration trends may be better appreciated. On the other hand, Canada Employment and Immigration Commission (CEIC) (1988), Future Immigration levels: 1988 Consultation Issues, supplied a national and provincial review of immigration trends of the 1980s up to and including 1987. This study represents an activity that responds to objective "a" of the Immigration Act discussed in Chapter Two with regard to government responsibility for determining rate of population growth and levels of immigration. An important aspect of this work was that, from a statistical analysis of recent immigration and emigration data, it concluded that if by the year 2046 Canada is to maintain the same population size as it had in 1986 it would require about 180,000 immigrants yearly between 1990 and 2046.

Like Future Immigration Levels: 1988 Consultation Issues, Alberta Career Development and Employment (ACDE) and publications, Immigration to Alberta: Overview 1983-1987 (1988) and Immigration to Alberta: Overview 1984-1988 (1989), respectively, are up-to-date reviews of immigration trends nationally and provincially. It is understandable that (1) these documents focused more on the provincial scene than on the national scene, and (2) that in the latter document, the figures given for 1988 were considered "preliminary." CEIC, (1988), Future Immigration Levels as well as the two Overviews by Alberta Career Development (ACDE) reported a considerable and

gradual reduction of immigration activities from 1981 to 1985, and then a progressive increase from 1985 to 1988, with projections of continued growth up to 1990. Global Press (1989: 95), quoting government sources, summarized current immigration trends thus:

> From 1982 to 1985, a period of high unemployment, independent immigration was limited to persons with firm job offers and the number of immigrants declined as a result. But in 1986, as unemployment decreased, the federal government adopted a policy of moderate, controlled, growth in immigration...and in 1987 and 1988, immigration rose to its highest level since the mid-1970s.

In addition to their growing number, another recent trend is the changing distribution of immigrants by geographical area of origin. South-East Asia and South and Central America are now the major sources of newcomers to Canada instead of the traditional source countries of Britain, the United States and West Germany. Immigration figures and trends provided in the four sources mentioned above are cited below and discussed in greater detail.

Table 4.1 presents total immigration figures for Canada and Alberta for the years 1981 to 1988. The percentage of immigrants who came to Alberta is shown for easy comparison and analysis. It is observed that on the national level, the 1985 immigration level stood at 65.5 per cent of the 1981 figures. A more favourable economic climate led to a "moderate" relaxation of immigration controls, and the 1987 and 1988 figures exceeded the 1981 level by as much as 18.2 and 25.3 percent, respectively.

Alberta's intake of immigrants generally followed the national trend, with a 1985 figure that was only 46.6 percent of that of 1981, and the lowest in the decade. But it also revealed a characteristic that was peculiar to the province. Alberta's share of immigrants coming to Canada decreased from 15 percent in 1981 to a low of 7.8 percent in 1987. And so while it is true that in 1987 and 1988 Canadian immigration rose to its highest level since the mid-1970s, this was not true for the Province of Alberta which has not yet reached its 1981 and 1982 levels. A recent study of Alberta immigration trends (Alberta Career Development and Employment, 1990) shows that the 1989 immigration figures stood at 15,909, which is still lower than those of 1981 (19,330).

Table 4.1. Immigration figures for Canada and Alberta 1981 to 1988

Year	Canada	Alberta	Percent
1981	128,618	19,330	15.0
1982	121,147	17,949	11.8
1983	89,157	10,688	11.9
1984	88,239	10,670	12.0
1985	84,302	9,001	10.6
1986	99,219	9,673	9.7
1987	152,098	11,975	7.8
1988	161,166	13,961	8.7

(Source: Employment and Immigration Canada, in Global Press, 1989: 94-95)

The discrepancy between the national and the provincial trends was anticipated and provided for in the Immigration Act of 1976 (proclaimed in 1978) which related intake of immigrants to regional demographic and labour needs, and provided for provincial participation in determining the level of immigration to different regions. While in the late 1970s and early 1980s, Alberta's economy (with its booming oil industry and high international oil prices) was one of the best in Canada, the drop in oil prices from 1981 onwards led to a recession in the province's economy. Alberta did not only not need many immigrants, it also became less attractive to prospective immigrants. This may explain, at least in part, the drop in Alberta's immigration levels.

While the foregoing provides an overview of immigration levels in Canada and Alberta, a brief discussion of the ethnic or geographical origin of immigrants would be useful in anticipating possible educational needs of immigrants. Table 4.2 provides a grouping of immigrants to Canada according to major geographical zones.

As has been observed earlier, during the period under review, immigration to Canada from various parts of the world dropped to its lowest level between 1983 and 1985. However, despite a general reversal of the downward trend, beginning in 1986, one observes that in 1988 immigration from the United States, Europe and Australia represented only 61.7, 87.7, and 80.7 percent, respectively, of their 1981 levels. On the other hand, Asia, Central America, South America and Africa recorded increases of 165.2, 1518.1, 117.2 and 190.2 percent, respectively, over their 1981 figures. It is particularly

noteworthy that immigration from Central America increased by over fifteen times in less than ten years.

Table 4.2: Geographical distribution of immigrants to Canada, 1981 to 1988.

Year	1981	1982	1983	1984	1985	1986	1987	1988	% *
Total	128618	121147	89157	88239	84302	99219	152098	161166	133.4
USA	10559	9360	7381	6922	6669	7275	7969	6520	61.7
ASIA	48831	41686	36906	41920	38597	41600	67337	80700	165.2
EUROPE	46229	46159	24312	20901	18859	22709	37563	40551	87.7
C.AMER	991	1643	10864	9706	11143	14947	18100	15045	1518.1
S.AMER	6163	6871	4816	4085	4356	6686	10801	7227	117.2
AFRICA	4889	4513	3659	3552	3545	4770	8501	9302	190.2
AUSTRA-LIA	2253	2119	1213	1151	1128	1227	1827	1819	80.2

(Source: Employment and Immigration Canada, in Global Press, 1989: 95-97).
* The ratio of 1988 figures to those of 1981 is indicated, in the last column, in percentages.

The observation has been made that:

> The 1981 census showed substantial percentage increases for new Canadians born in Asia, Caribbean and Latin America [and that] the proportion of Canadian residents of neither British nor French ancestry had increased to about one-third (Global Press, 1989: 95).

If this observation is true of 1981, and judging by the immigration figures for the decade under review, it may be fair to conclude that the proportion of immigrants of neither British or French origin must have increased to more

than one-third of the Canadian population. A discussion of possible reasons for the reversal of traditional trends in Canadian and Alberta immigration is beyond the scope of this study. But it is appropriate to remark that this reversal, and particularly the increased rate of immigration from Asia and South and Central America, is bound to have a considerable impact on future immigrant education in this country.

With regard to the ethnic composition of immigrants, the scenario at the provincial level is not substantially different from that at the national level. Figures available on immigration to Alberta reveal the following geographical origin of 1987 immigrants:

Table 4.3. Geographical origin of immigrants to Alberta, 1987.

Country	Numbers	Percent
Asia	6426	55.1
Europe	2202	19.2
South/Central America	1504	13.1
U.S.A.	730	6.4
Africa/Middle East	558	4.9
Not Stated	35	.3

(Source: Alberta Career Development and Employment, 1988)

Table 4.3 indicates that in 1987 Asia supplied 55.1 percent of all new immigrants to Alberta; it was followed by Europe which supplied 19.2 percent. It is observed that Latin America supplied more than twice the number of immigrants supplied by the United States.

A more recent study (Alberta Career Development and Employment, 1990) compared 1981 and 1989 sources of immigration to Alberta (Table 4.4). The study found that immigration from Asia which, in 1981 accounted for 33.9 percent of total provincial immigration, accounted for 52.9 percent in 1989. On the other hand, immigration from Europe declined from 41.9 percent in 1981 to 25.8 percent in 1989. While immigration from Central and South America increased by about 57 percent over its 1981 level, this did not conform to the national immigration trends which showed that in 1988, for example, immigration from Central and South America rose by over 311 percent on the

national level. Immigration from this geographical area to Alberta was not as high as to other parts of the country.

Table 4.4: Sources of immigration to Alberta, 1981 and 1989.

	1981		1989	
Region	Number	Percent	Number	Percent
Asia	6541	33.9	8422	52.9
Europe	8093	41.9	4105	25.8
South/Central America	1146	5.9	1478	9.3
U.S.A.	1688	8.7	692	4.3
Africa/ Middle East	1403	7.3	876	5.5
Australia	443	2.2	336	2.1

(Source: "Alberta Workforce for the Year 2000," 1990: 10)

It was observed that immigration from the U.S.A. and Africa/Middle East declined considerably between 1981 and 1989, while immigration from Australia and South Pacific remained stable. While the decline in immigration from the United States to the province reflected national immigration trends, the decline in the number of immigrants from Africa/Middle East did not conform to the national trends which showed an increase of 190.2 percent in 1988 over the 1981 figures.

DISTRIBUTION OF ALBERTA IMMIGRANTS

Available statistics indicate substantial discrepancies between planned and actual distribution of immigrants within the province. Table 4.5 below shows the proposed and the actual distribution of immigrants to Alberta centres for 1987. It reveals that government planned for Edmonton to receive 34 percent, and Calgary 35.5 percent, of total provincial immigration. However, it is noted that government did not exercise strict control over the eventual destination of the immigrants and the refugees once they were admitted into Canada.

Table 4.5. Proposed and actual aistribution of immigrants within Alberta in 1987

City	Proposed, percent	Actual, percent
Calgary	35.5	42.2
Edmonton	34	40.9
Red Deer	7.5	2.1
Lethbridge	7.5	2.4
Medicine Hat	5.2	1.3
Grande Prairie	3.5	---
Fort McMurray	3.5	1.4
Camrose	2	---
Lloydmister	12	---
Others	---	9.6

(Source: Alberta Career Development and Employment, 1988)

The table indicates that 40.9 and 42.2 percent of 1987 immigrants settled in Edmonton and Calgary, respectively. Since this distribution pattern was considered typical of the review period, it would be fair to estimate from the 1989 provincial immigration figures that approximately 6,523 immigrants (or 41 percent of total provincial immigration) settled in Edmonton. One can presume that this was the immigrant population that the students involved in this study represented.

EDUCATIONAL NEEDS OF IMMIGRANTS

In a way, it may be argued that all that immigrants have in common in their new homeland is their immigration status. They have very different educational needs due to differences in cultural and educational backgrounds. This explains the potential importance of the geographical or ethnic distribution of immigrants for planning of immigrant education.

The age of immigrants is another factor that can exert influence over the content, structure and delivery of adult education for immigrants. According to Alberta Career Development and Employment (1988), the age distribution of the 1987 immigrants to Alberta is as follows:

Table 4.6 Age distribution of 1987 immigrants to Alberta

Age	Percent
65 years and over	4.9
45 - 64 years	12.2
25 - 44 years	41.2
15 - 24 years	20.3
0 - 14 years	19.7

The study explains that this age distribution is fairly representative of previous years within the overview period. Most of the new immigrants were of employment age, and therefore likely to need adult education that was job oriented. Whereas most of those under 14 years of age would be immigrating as part of a family, those 65 years old and over would be parents joining their children already in Canada.

Other highlights of Immigration to Alberta: Overview 1983-1987 included the following: approximately 10 percent of all immigrants to Alberta had university level education, and up to 14 percent had no formal education. The remaining 76 percent had some years of formal schooling, but would need more training or some form of re-training to be able to function properly in the job market.

The Overview did not contain a detailed breakdown of immigrants' education levels by regions or countries of origin. This would suggest that the place of origin was not an important factor in determining immigrants' educational backgrounds. This would be logical since Canada Immigration selection criteria are the same for all, irrespective of place of origin. It also suggests that the education needs of immigrants would be similar for all immigrants, irrespective of where they come from. In Chapter Six of the present study it is observed that no significant differences in either perceptions of needs or of adequacy of programs in meeting needs were attributable to immigrants' geographical area of origin.

SUMMARY

This chapter has reviewed briefly the immigration trends for the Province of Alberta in the past decade. Immigration levels have been examined, as well as the geographical origin, the educational backgrounds and

the age spread of immigrants. It was seen that towards the end of the last decade, over 50 percent of Alberta immigrants came from Asia, and an increasing proportion from Central and South America. It was observed too that the increase of immigration from South and Central America, Africa/Middle East was not as high as the national average. There has been no indication that educational levels of immigrants varied according to their country of origin.

The distribution of immigrants in major provincial centres was also examined. It was observed that approximately 83 percent of all immigrants to Alberta settled in Edmonton and Calgary, in nearly equal proportions.

Available literature indicates that immigrants have in the past decade taken great interest in programs like English as a Second Language, professional continuing education and Adult Basic Education. The rest of this study will report immigrants' views about the programs currently available to them, the level of adequacy of these programs to their various needs, and their suggestions for improvement. Perceptions of administrators and instructors of immigrant education regarding educational needs of immigrants and the adequacy of programs in meeting these needs will also be reported.

CHAPTER FIVE
THE FINDINGS

INTRODUCTION

This chapter deals with research sub-problems 2 to 4 as outlined in Chapter I. It first of all examines the personal characteristics of both immigrant and administrator respondents and their perceptions of the various needs associated with the immigrant. It then identifies educational programs available to immigrants in the five immigrant aid organizations in Edmonton and the extent to which these programs are patronized. It further examines immigrants' attitudes to these programs and the extent to which they find the courses adequate in meeting their various needs. The perceptions of program providers (administrators and instructors) with regard to (a) the various needs of immigrants and (b) the adequacy of their programs in meeting these needs, are then examined. Finally, the attitudes and perceptions of immigrants and administrators are compared and analysed by means of descriptive statistics. The chapter concludes with an overview of the respondents' comments to a number open-ended questions.

I. RESPONDENT PROFILES

Gender, Age and Marital Status of Immigrants

From Table 5.1, it can be seen that the majority of the immigrant respondents were female (73 percent), mature people over 30 years of age (58 percent) and married (62 percent). The number of male immigrant respondents was approximately one-third that of female students; while the number of married students was slightly more than double that of single students. The percentage of separated, divorced or widowed students was negligible (11 percent), and probably reflected the age group and the cultural background of newcomers to Canada. A more detailed analysis revealed that most immigrant students were employable adults, and that 25 percent were over 50 years of age, while only 5.6 percent were 20 years of age or younger.

Table 5.1. Personal characteristics of immigrants

Items	Frequency	Percent
Gender		
Female	27	73.0
Male	10	27.0
Age		
Over 50 years	9	25.0
41 - 50 years	6	16.7
31 - 40 years	6	16.7
21 - 30 years	13	36.1
20 years or younger	2	5.6
Marital status		
Single	10	27.0
Married	23	62.2
Other	4	10.8

Place of Origin of Immigrants

Table 5.2 indicates that South-East Asia was the most important source of immigration to Edmonton (35.1 percent) for this respondent group. North Africa and the Middle East together were next with 24.3 percent. There were no immigrants from West, Central or Southern Africa. In view of this and in view of their cultural affinities and geographical proximity, North Africa and the Middle East were combined for this analysis. The statistics indicate that South America supplied nearly as many immigrants as all Europe put together. These figures are quite representative of immigration patterns for the 1980s, for both the Province of Alberta and the whole of Canada as established in other studies (Global Press, 1989; Alberta Career Development and Employment, 1988 and 1989).

Table 5.2 also indicates that the majority of students (62.2 percent) were recent immigrants who came to Canada within the last two years. It is, however, noteworthy that student immigrants who have been in Canada for five, ten or more years constitute 32.4 percent or nearly one-third of the total sample. This would lend support to the view that the provision of special educational programs for immigrants is an on-going need, not limited to the first few months of the arrival of immigrants in Canada.

Table 5.2. Immigrants' place of origin and length of stay in Canada

Items	Frequency	Percent
Place of birth		
South East Asia	13	35.1
North Africa/ Middle East	9	24.3
Europe	5	13.5
South America	4	10.8
North America	1	2.7
Other	5	13.5
Length of stay in Canada		
Over 10 years	3	8.1
8 - 10 years	4	10.8
5 - 7 years	5	13.5
2 - 4 years	2	5.4
Less than 2 years	23	62.2

Education of Immigrants

According to Table 5.3, 14.3 percent of immigrant respondents had Grade 6 education or equivalent, while about the same number, 11.4 percent, possessed university post-graduate degrees. 22.9 percent had the equivalent of Grade 9 education, and approximately the same number, or 20.0 percent, had university bachelor's degrees. Between the "Junior High" and the "university educated" immigrants were those with Grade 12 equivalent (14.3 percent), those with "some post-secondary education" and those with a professional diploma, 8.6 percent each.

What strikes the researcher is the educational diversity of these immigrant students, and the enormous challenge this diversity presents for the instructors, for program planning and program delivery. The adaptation, the employment and the educational needs of these immigrants would be as diverse as their educational backgrounds. It is presumable that their conceptions of these needs and of the adequacy of the education programs available to them would also be largely influenced by their past educational experience.

Table 5.3 Educational background of immigrants

Items	Frequency	Percent
Highest level of education		
University post-graduate degrees	4	11.4
University first degrees	7	20.0
Professional Diploma	3	8.6
Grade 12	5	14.3
Some postsecondary education	3	8.6
Grade 9	8	22.9
Grade 6	5	14.3
Place education was received		
Homeland	32	86.5
Homeland and Canada	3	8.1
Canada	2	5.4

Table 5.3 also indicates that approximately 87 percent of immigrants received their education in their homeland. The fact that well-educated immigrants and those with little education have the need to enrol in the educational programs of immigrant aid organizations suggests that "home" education is often not sufficiently applicable or adaptable to immigrants' needs in Canada. Alberta Career Development and Employment (1986) has adequately examined the phenomenon of "immigrants with university degrees" in the Province.

Organizational Affiliation of Immigrants

From Table 5.4 it is observed that there were ten student respondents each from Catholic Social Services, Changing Together and Edmonton Immigrant Services Association. Each of these organizations, therefore, accounted for 28.6 percent of immigrant responses. Edmonton Mennonite Centre and St. Barnabas Refugee Society accounted for 11.4 percent and 2.9 percent, respectively. However, this does not necessarily represent enrolment levels in the organizations, but rather the number of students able and willing to respond to the questionnaires.

Table 5.4. Organizational affiliation of immigrants.

Items	Frequency	Percent
Organization attended		
Catholic Social Services	10	28.6
Changing Together	10	28.6
Edmonton Immigrant Services Association	10	28.6
Edmonton Mennonite Centre	4	11.4
St. Barnabas Refugee Society	1	2.9
Length of time at organization		
13 months and over	5	14.3
7 - 12 months	5	14.3
1 - 6 months	25	71.4

Table 5.4 also indicates that 71.4 percent of respondents had been in their organizations for only 6 months or less; 14.3 percent had been enroled in their organizations for periods between 6 and 12 months, and the same percentage for 13 months or longer.

Gender and Age of Administrators/Instructors

Table 5.5. Personal characteristics of administrators and instructors

Items	Frequency	Percent
Gender		
Female	22	91.7
Male	2	8.3
Age		
Over 50 years	5	20.1
31 - 50 years	13	54.1
30 years or younger	6	25.0

From Table 5.5, it is observed that an overwhelming 91.7 percent of administrators and instructors of immigrant education programs were female as compared to the 73 percent female student respondents. The age spread among administrators/instructors indicates that the majority (54.1 percent) were between 31-50 years of age. This is a major shift from the student

respondents, the majority of whom (41.7 percent) were 30 years or younger. However, while 25 percent of student immigrants were over 50 years, 20.8 percent of program administrators and instructors were also in that age category.

Organizational Roles of Administrators/Instructors

Table 5.6 shows that the number of program administrators in the director/coordinator category was almost equal to that of administrators in the instructor/counsellor category. However, the division into these categories is somewhat artificial and arbitrary, for most of the directors and counsellors also gave instruction. Equally arbitrary is the distinction made between instructors, tutors and volunteers, for volunteers and tutors were in fact instructors. The main difference being that volunteers were not paid and sometimes did not possess the professional training required for the instructor position.

Table 5.6. Organizational roles of rdministrators and instructors

Item	Frequency	Percent
Role in the organization		
Director/Coordinator	10	41.6
Instructor/Counsellor/Tutor/ Volunteer	12	49.9
Other	2	8.3
How long with organization		
Over 2 years	11	45.8
2 years or less	13	54.2

II. PROGRAMS AND COURSES

Courses Offered to Immigrants

Table 5.7 indicates that Conversational English I, or its equivalent, was the most widely offered, with 21 of 24 (84 percent) of administrator respondents mentioning it. It was followed by Conversational English II (64 percent). The emphasis on Conversational English appears justified by the student profiles which revealed that 51.5 percent of them had only Grade 9 education or less, received in their homeland where English was often not the language of instruction. It is to be noted that Written English did not receive

the same attention as Conversational English. This is demonstrated by the fact that, while Conversational English I and Conversational English II were widely offered in all of the aid organizations, Written English I received the same level of response (52 percent) as Conversational English--Intermediate, which is the third level of Conversational English. The data supplied in the table indicate that, in general, the more advanced a course is, the less it is offered; and the more basic it is, the more it is offered.

Table 5.7. Courses offered by Immigrant Aid Organizations

Courses	Responses	Percent
1. Conversational English I	21	84
2. Conversational English II	16	64
3. Conversational English Intermediate	13	52
4. Written English I	13	52
5. Written English II	10	40
6. Written English Intermediate	10	40
7. Citizenship educ. preparatory	6	24
8. Citizenship educ. advanced	4	16
9. Consumer educ./Basic Maths	2	8
10. General Interest Courses	4	16
11. Others	8	32

Another observation that can be made from the data is that Basic English courses (or equivalent) are the only courses the immigrant aid organizations have in common; thereafter, the agencies seem to "specialize" in either Citizenship Education, ESL, Consumer Education or General Interest Courses, which explains the low frequencies recorded for the latter courses. This will be discussed in greater detail later in this study. In the "other" category, respondents generally identified Job Re-Entry Programs which seem to be the "specialty" of some of the agencies and not of others.

Courses Taken by Immigrants

Table 5.8 reveals that responses were similar for enrolment in Intermediate Conversational English as in Conversational English I, and greater for enrolment in Written English II than in Conversational English II. This was in sharp contrast with the course offerings as indicated in Table 5.7, and seems to suggest that the student population was more mixed in terms of

level of instruction required or attained than providers of instruction appreciated, judging by the course offerings discussed above. However, this tentative conclusion will be further examined from the data on the perceptions of needs.

It is noteworthy that 27 percent of students were enroled in "other courses" not specified in the questionnaire. Details supplied by some respondents indicate that these "other" courses were the same job-related, employment-oriented courses referred to in Table 5.7. They were variously referred to under the umbrella titles: "Job Re-Entry Programs," or "Creative Opportunities for Re-Entry to Employment." Another observation is that there was currently no enrolment in Consumer Education/Basic Maths, although this course was offered, albeit marginally (8 percent), by some organizations.

Table 5.8. Courses taken by immigrants

Courses	Frequency	Percent
1. Conversational English	11	29.7
2. Conversational English II	9	24.3
3. Conversational English Intermediate	11	29.7
4. Written English Basic I	8	21.6
5. Written English Basic II	10	27.0
6. Written English Intermediate	2	5.4
7. Citizenship educ. preparatory	4	10.8
8. Citizenship educ. advanced	2	5.4
9. Consumer educ./Basic Maths	0	0
10. General Interest Courses	1	2.7
11. Others	10	27.0

III. PERCEPTIONS OF NEEDS

In interpreting respondents' perceptions of both needs and adequacy by their ratings of these items, standard statistical processes were employed. On the response scale, the higher the mean the greater the level of importance ascribed to the item, and the lower the standard deviation (SD), the greater the consensus among respondents.

Motivation

Table 5.9 below indicates that, according to the immigrants themselves, "family reunification" (3.4) offered the most important motivation for their coming to Canada. The next important factor was "better future for their children" (3.2). However, while there was a moderate level of consensus regarding the importance of family reunification, as indicated by the standard deviation of .98, there was greater diversity of opinion regarding the importance of a "better future for their children," with a standard deviation of 1.19. This may be a function of the age and marital status of respondents.

Table 5.9. Motivation as perceived by immigrants and administrators

Items	Immigrants		Administrators	
	Mean	SD	Mean	SD
Family reunification	3.4	.98	3.0	.77
Better future for children	3.2	1.19	3.3	.77
Educational opportunity	2.7	1.28	2.6	.99
Economic opportunity	2.4	1.32	3.0	1.00
Political persecution	2.0	1.25	3.3	.92
Religious persecution	1.3	.80	2.4	1.21

Again, according to the immigrants, the least important factor in their decision to come to Canada was "escaping religious persecution," and there was a high level of consensus (.80) on this item. The next least important factor was "escaping political persecution," but there was considerable diversity of opinion on this item among respondents. Although there was considerable diversity of views regarding the importance of "economic opportunity" and "educational opportunity," these two factors were considered by immigrants to be of moderate importance. It may be observed that educational opportunity was rated slightly higher than economic opportunity by the immigrants.

Table 5.9 also indicates that there were considerable differences between immigrants' and administrators' perceptions of motivation factors. Administrators rated "escaping political persecution" highest (3.3), with moderate consensus among them on this item. It is observed that immigrants rated this item very low (2.0). "Family reunification," rated highest by immigrants, came third in the rating of administrators (3.0), alongside

"economic opportunity" which immigrants rated even lower (2.4). "Better future for children" occupied the second place in the rating of both immigrants and administrators, 3.2 and 3.3, respectively.

Another important observation is that there was a high level of diversity of views among immigrants on all items except "escaping religious persecution" and "family reunification"; among administrators there was greater consensus than among immigrants on all items except on "escaping religious persecution."

Adaptation Needs

Although Table 5.9 indicated that economic considerations were not uppermost in the minds of immigrants, the data in Table 5.10 suggest that such considerations assume greater importance once immigrants come into Canada. Thus "learning how to use banks" etc. was rated highest by immigrants amongst their adaptation needs. This was followed very closely by"learning how to obtain goods and services"--which is also largely an economic factor.

Table 5.10. Adaptation needs as perceived by immigrants and administrators

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Learn how to make use of banks, hospitals etc.	3.1	1.14	3.1	.81
2. Learn how to obtain goods and services	3.0	1.25	2.8	.80
3. Prepare for Canadian citizenship	2.9	1.21	2.9	1.07
4. Learn their rights in society	2.9	1.25	2.5	.96
5. Meet people and make friends	2.8	1.19	3.1	.87
6. Learn their duties to society	2.6	1.25	2.6	.96
7. Learn about the laws of Canada	2.6	1.20	2.3	.95
8. Learn the duties of tenants	2.2	1.19	2.0	.05
9. Learn how to look for accommodation	2.2	1.19	2.0	.98
10. Learn the rights of tenants	2.1	1.1	1.9	1.00
11. Learn about health facilities	2.1	1.31	2.5	1.01
12. Learn about types of accommodation	2.1	1.21	1.8	.94

"Preparing for Canadian citizenship" and "learning their rights in society" received equal rating and ranked third. "Learning their obligations

to society" and "learning about the laws of Canada" were rated equally, and ranked below "learning their rights in society." This may be explained by the close association of "laws" with "obligations," and, perhaps, by the natural inclination to emphasize one's rights and entitlements more than one's obligations and duties to others.

The relatively low rating of accommodation-related needs may be explained by the fact that, since newcomers were mostly motivated by "family reunification," (as demonstrated earlier in Table 5.9), initial accommodation needs were met through the help of family members who came to Canada before the respondents. "Meeting people and making friends" was rated moderately high (5th place out of 12, with a mean of 2.8), but it was not rated as high as had been suggested by other studies (Husaini, 1988, for example). This again may be explained by the presence of other family members in Canada.

Table 5.10 indicates substantial discrepancies between the perceptions of immigrants and those of administrators. For the latter, "meeting people and making friends" was rated highest (3.1), together with "learning how to make use of banks, hospitals, etc." These were followed by "preparing for Canadian citizenship" (2.9), and by "learning how to obtain goods and services" (2.8). While immigrants rated "learning their rights in society" much higher than "learning their obligations to society," the reverse was the case in the perceptions of administrators. The differences observed in this section between immigrants' and administrators' perceptions of needs seem to emanate from the differences observed earlier (Table 5.9) in the perceptions of motivation factors for immigration to Canada.

As shown in Table 5.10, considerable diversity was observed among immigrants' perceptions of their adaptation needs. This may arise from the age differences, the cultural, ethnic, and geographical diversity of immigrants' backgrounds, from the great diversity in their educational levels, as discussed earlier, and the consequent differences in their individual needs.

Similarly, the high degree of consensus among administrators as shown in Tables 5.9 and 5.10 may suggest that the administrators and instructors who responded share a common vision of immigrants and their various needs. The differences noted between immigrants' and administrators' perceptions of various needs of immigrants suggest that there is a need for program administrators to become more sensitive, more perceptive, of immigrants' motivation, needs and criteria for fulfillment.

Employment Needs

According to the immigrants themselves, "learning how to get a job" (3.1) comes on top of the list of their employment-related needs (Table 5.11). This was followed by "learning what to do about problems at work" (2.9), and then by "qualifying for a job of their first choice" and "learning to write resumes," both with a mean of 2.8. "Learning how to complete job application forms," "learning about workers' rights" and "learning where to seek help if there are problems at work" were rated equally (2.6). "Qualifying for other jobs not of first choice" had the lowest rating (2.3); which suggests that immigrants were generally very focused about the job of their choice.

Table 5.11. Employment needs as perceived by immigrants and administrators

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Learn how to get jobs	3.1	1.21	3.2	.95
2. Learn what to do about problems at work	2.9	1.18	2.4	.84
3. Qualify for a job of their first choice	2.8	1.09	3.0	1.11
4. Learn to write resumes	2.8	1.21	2.6	.95
5. Learn about employment opportunities	2.7	1.11	3.2	.98
6. Learn to complete job application forms	2.6	1.17	2.8	.83
7. Learn workers' rights	2.6	1.18	2.4	.96
8. Learn where to seek help if there are problems at work	2.6	1.15	2.3	.80
9. Prepare for job interview	2.5	1.24	2.9	.96
10. Qualify for a job not of first choice	2.3	.92	2.7	.97

Like their immigrant-students, the administrators also rated "learning how to get a job" along with "learning about employment opportunities" highest (3.2) among the employment needs of immigrants. But while "learning what to do about problems at work" had the second-highest rating among immigrants, this item had the second-lowest rating among the administrators. Similarly, program administrators and students differed about the importance of "preparing for job interviews." The former rated it third among the ten employment needs, while for the latter, it received the second-lowest rating.

with a mean of 2.5. Some important differences were observed between the perceptions of employment needs of the two sample groups. From the standard deviations a greater level of consensus was observed among administrators than among immigrants, on all but two items.

Educational Needs

Table 5.12 indicates that for immigrants, "learning to communicate in English in the workplace," as well as "learning about educational programs for immigrants" were the two highest rated of their educational needs (3.2 each). Although "preparing for higher education programs not available at the aid organization" was the next highest item, the lower rating for this need (2.5), suggests that it was not nearly as important to immigrants as were the other two.

"Preparing for general interest courses," "receiving career counselling" and "learning to communicate in English with family members" followed in that order and received relatively low ratings. The low rating (2.3) for "learning to communicate in English with family members" is understandable because immigrants presumably prefer to communicate with family members in their mother-tongues.

Administrators also rated "learning to communicate in English in the workplace" highest in their perception of immigrants' educational needs. However, they rated "preparing for higher education not offered by their organization" much higher than did the immigrants (3.1 and 2.5, respectively). Similarly, their high rating of 3.0 for "having certificates evaluated" was in sharp contrast with the low rating (1.7) by immigrants.

The same high level of diversity of views among immigrants and high degree of consensus among administrators which have been observed in other areas of needs perception were also observed here--for the same reasons and with similar implications.

Table 5.12. Educational Needs as perceived by Immigrants and Administrators

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Communicate in English at workplace	3.2	1.06	3.4	.80
2. Learn about education for immigrants	3.2	1.09	3.0	.90
3. Prepare for higher education programs	2.5	1.26	3.1	.71
4. Prepare for general interest courses	2.4	1.12	2.2	.92
5. Communicate in English with family members	2.3	1.31	2.3	1.21
6. Receive career counselling	2.3	1.18	2.7	1.01
7. Prepare for university entrance	2.2	1.36	2.6	.87
8. Have certificates evaluated	1.7	1.18	3.01	.05
9. Learn about correspondence courses	1.7	1.11	2.0	.67

IV. PERCEPTIONS OF ADEQUACY OF PROGRAMS IN MEETING NEEDS

Adaptation Needs

Table 5.13 shows the perceptions of respondents of both groups with regard to the adequacy of programs to meet the adaptation needs of immigrants. A four-point scale was used in which 1 signified "Poor"; 2 "Fair"; 3 "Good" (meaning "adequate") and 4 "Very Good." In the views of immigrants, the programs were generally not very adequate in meeting their adaptation needs. The highest level of adequacy (2.9) was recorded for four items: "learning about the laws of Canada," "meeting people and making friends," "learning their rights in society" and "learning their obligations to society." A slightly lower level of adequacy (2.8) was observed for "learning to make use of banks, hospitals, etc." The lowest level of adequacy (2.3) was recorded for accommodation-related needs, particularly learning their rights and duties as tenants.

Table 5.13. Perceptions of adequacy of programs to adaptation needs

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Learn about legal system	2.9	1.03	2.5	.89
2. Meet people, make friends	2.9	.92	3.3	.88
3. Learn their rights in society	2.9	1.09	2.61	.07
4. Learn their obligations to society	2.9	1.10	2.51	.02
5. Make use of banks, hospitals, etc.	2.8	1.16	--	--
6. Obtain consumer goods and services	2.7	1.22	3.0	.89
7. Prepare for citizenship	2.7	1.13	2.7	1.18
8. Learn about types of accommodation	2.6	1.17	2.3	.95
9. Learn how to find accommodation	2.5	1.16	2.5	1.07
10. Learn rights of tenants	2.4	1.06	2.5	.83
11. Learn about health facilities	2.4	.92	2.9	.72
12. Learn duties of tenants	2.3	1.07	2.4	.81

The table further indicates that, unlike the immigrants, the administrators perceived a high level of adequacy in two areas of adaptation needs: "meeting people and making friends" (3.3) and "obtaining consumer goods and services" (3.0). With regard to "learning about health facilities," immigrants' perception of adequacy (2.4) was lower than that of administrators (2.9). Although immigrants showed a high degree of diversity of views on the adequacy of programs to meet adaptation needs, it may be noted that the degree of diversity observed was lower than that observed in preceding tables. It is also noteworthy that there was more diversity among administrators here than on other variables.

Employment Needs

Table 5.14 shows that the adequacy of programs to the employment needs of immigrants was rated higher by program administrators than by the immigrants, and that the perceptions of adequacy of the two groups were often at great variance. It may be observed, for example, that one of the areas that

had the lowest rating of adequacy by immigrants, "learning to complete job application forms" (2.3), received the highest rating by administrators (2.9). Similarly, "learning about employment procedures" received the highest rating by immigrants (2.7) but the third lowest rating by administrators (2.6). It is observed also that "what to do if there were problems at work," and "where to seek help" in such circumstances, were rated moderately high (2.7) by administrators, while they received a lower rating (2.3 and 2.4, respectively) by immigrants.

Differences of views among immigrants, reflecting the great diversity in their perceptions of needs, also reflect the same diversity in their perceptions of adequacy. General consensus which was lacking in administrators' perceptions of adequacy in adaptation needs, was evidenced in their perceptions of adequacy in employment needs.

Table 5.14. Perceptions of adequacy of programs to employment needs

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Learn about employment procedures	2.7	1.29	2.6	.92
2. Prepare for job interviews	2.6	1.17	2.7	.73
3. Prepare for jobs of first choice	2.5	1.09	2.3	.96
4. Prepare for other jobs not first choice	2.5	1.01	2.6	.92
5. Learn to write resumes	2.5	1.16	2.6	.83
6. Learn workers' rights	2.5	1.10	2.5	.86
7. Learn where to seek help about problems at work	2.4	1.20	2.7	.97
8. Learn about employment opportunities	2.4	1.14	2.7	.97
9. Learn what to do if there are problems at work	2.3	1.19	2.7	.96
10. Learn to complete job application forms	2.3	1.01	2.9	.81

Educational Needs

Table 5.15 indicates that the educational need most adequately met, from the immigrants' point of view, was "communicating in English at the workplace," with a mean of 2.9. This was followed by "learning about education

opportunities" and "communicating in English with family members," with means of 2.6 and 2.3, respectively. There was a high degree of consensus among immigrants with regard to four of the nine education needs considered.

Two of the four needs for which there was a high consensus among simmigrants, "preparing for higher education" and "learning about correspondence courses" (standard deviations of .85 and .72, respectively), had means of 1.6 and 1.5, among the lowest ratings in this study.

As with the other areas of the adequacy of programs in meeting needs, administrators' perceptions of adequacy were more favourable than those of immigrants. For each of the items examined in this section, administrators' ratings were consistently higher than those of immigrants. The adequacy of programs to meet communication needs at the workplace was rated equally high by both groups (2.9). But with regard to communicating with family members in English, immigrants' rating was much lower than that of administrators, 2.3 and 2.9, respectively.

Table 5.15. Perceptions of adequacy of programs to educational needs

Needs	Immigrants		Administrators	
	Mean	SD	Mean	SD
1. Communicate in English at the workplace	2.91	.02	2.9	.91
2. Learn about education opportunities	2.6	1.04	2.81	.02
3. Communicate in English with family members	2.3	1.11	2.91	.02
4. Prepare for general interest courses	2.2	.98	2.5	.91
5. Get career counselling	2.1	.94	2.6	.95
6. Prepare for university entrance	2.0	1.04	2.3	.99
7. Have certificates evaluated	2.0	1.11	2.3	1.10
8. Prepare for higher educ. not offered in org.	1.6	.85	2.6	.87
9. Learn about correspondence courses	1.5	.72	2.4	1.04

It is important to observe that the high degree of consensus among immigrants on the subject of the adequacy of programs to meet students' educational needs was contrasted by an equally high degree of diversity among administrators.

V. RESPONDENTS' COMMENTS

In this section, responses to open-ended questions by both immigrants and administrators are summarized and briefly discussed.

Question 1

What did you like most about the courses you took in this organization? and What do you think the students liked most about the courses offered by the organization?

Most immigrant respondents, and a few administrators, understood this question to mean: "What courses did the students like most"? Most respondents indicated a great preference for Conversational English and/or Citizenship classes. A few indicated Job Re-Entry Programs as the immigrants' favourite courses.

Eleven immigrants liked the opportunity to improve their English most. Some of them were more insistent on Conversational English, others on the Written, but most insisted on all four language skills. "Listening, conversation in English, understanding, writing," said one, and another:"speaking, reading, writing and conversation." One respondent commented on the course material rather than on the target skills: "The concepts that were undertaken were towards youth my age and were easy to follow."

Properly articulated responses to "what the students liked most about the courses," came mostly from the administrators. Eight of them thought students most enjoyed the "less formal, non-threatening and supportive academic environment." An equal number thought that what was most liked was the opportunity to socialize, make friends and converse. Paradoxically, only one immigrant respondent insisted on this; but the response was elaborate:

> I found when I came here I was upset and sick. When I came I found new friends and we talked to each other and we explained our problems. I found our problems were the same. We could keep our secrets with each other. We found we could improve our lives. We teach each other somethings--and it is helpful for our children. We talked about our children.

Six other administrator respondents thought the flexibility of course content and course schedules offered the greatest appeal to students. As one of them said: "The course maintained a flexibility and general scope that were applicable to all levels of students." Another summed up the attractions of the

different programs thus: "variety, small size, good teachers, easy access, pleasant surroundings, other students.

Question 2

What did you like least about the courses you took in this organization? and What do you think the students liked least about the courses?

There was less agreement about what students liked least than about what they liked most. Seven immigrants discussed what they liked least. One regretted that there were "not enough hours for learning." Two regretted that the courses did not respond to the variety of the educational backgrounds of students, and consequently they were boring to some and meaningless to others. One respondent explained the situation thus:

> Somebody learned slow and somebody learned fast. Who learned fast, they were boring in the class, and who learned very slow, they don't understand anything.

And another, who was obviously one of those bored explained:–

> There are different English standard we have, sometimes I found the teacher teach too easy.

The same respondent who liked the course content for being –directed towards "youth my age," in response to question 2 said: "some of the lectures were boring."

One respondent disliked the "introduce yourself" aspect of the courses. This respondent went on to suggest (in answer to question 7 below) that this activity be removed from the organization's programs, explaining that "some people don't like to speak about their past." One response sounded like a criticism of the teacher's method of instruction. The respondent did not like "to waste my time in the class if the teacher doesn't correct my homework or doesn't give us homework."

Six administrator respondents indicated "lack of continuity in program delivery," "due to inadequate funding," as what was most disliked. Related to this response were others like: "lack of continuity with volunteers and course materials"; students having to cope "with a different instructor each day" because "not enough money to hire enough staff." Other administrator regrets included: "too few class hours per week" and "lack of space and materials"--each expressed by four respondents. One respondent lamented the "crowded

space, lack of money to hire enough staff," explaining that "ESL is supported heavily by volunteers many of whom are not ESL teachers. Rapid turnover of staff because of short-term funding; therefore clients may not always have been adequately served."

It is noteworthy, perhaps, that while "less formal academic environment" and "child-care provision" were cited as added attractions for the programs in answer to question 1, these were also seen as having a negative impact on some students by two administrators each. One regretted the "absence of a more structured instruction," adding that "some would like more organized classes." For another, "daycare" was not liked, because immigrants disliked "having to leave their children with strangers."

Question 3

What courses were most useful in meeting adaptation needs?

Courses that immigrants found most useful in meeting their adaptation needs included those on "how to read advertisements," those "about Canada and some information about the rights of immigrants," "the citizenship course," and "learning about why there is discrimination and how to deal with it." Two respondents indicated English language courses as responding most to their adaptation needs.

The administrators did not make much, if any, distinction, between "English," "Basic Conversational English" or "Settlement Language Training Program," in terms of their adequacy in meeting immigrants' adaptation needs. Ten administrators identified English language courses as being of primary importance in meeting this need. One of them associated adaptation level with level of proficiency in English and argued in favour of "Settlement Language Training Program, the content of which would be focused on adaptation to Canadian Society."

Three administrators argued for "Orientation" as being most adequate in meeting immigrant adaptation needs. These respondents volunteered the information that in their organizations "Orientation" was "taught by Vietnamese," and "taught by Cambodian for women only." The stress on the ethnic origin of the instructors of this program suggests that the involvement of former immigrants in immigrant education is important and beneficial to the program. Two respondents each supported "Citizenship participation

courses," "counselling," and "Job-Related Workshops" as being most adequate in meeting the adaptation needs of immigrants.

Question 4

What courses were most useful in meeting employment needs?

The majority of administrator-respondents (10) believed that the "Creative Opportunities for Re-Entry to Employment" program was the most adequate in meeting immigrants' employment needs. The "Nursing Assistant Course" and "The Social Work Course" were cited as examples. Three respondents argued for General English courses--"courses which improve all four language skills," said one--as being most useful for meeting this need. One believed it was the citizenship course, arguing that "without this course, the students would be unable to attain employment in the first place."

For most immigrant respondents, "the English course" was seen as responding most to their employment needs. Other courses mentioned included those that "provide the skills" and those that "covered how to conduct oneself in an interview and how to prepare for it."

Question 5

What courses were most useful in meeting educational needs?

A total of 13 administrators identified English language courses as the most useful in meeting immigrants' educational needs. In making this judgment, no clear distinction was made between types and levels of the English language courses; thus Basic Conversational English, Basic Written English or more advanced levels like Pre-TOEFL were generally seen as aspects of one "General English Course." One respondent simply said: "General English Courses"; for another, it was just "speaking, writing, constant communication with each other and reading."

Like the administrators, most immigrants also found the English courses most adequate in meeting their educational needs. Their responses were as imprecise as those of the administrators with regard to identifying a particular course or courses. One simply said: "the chance to speak English and there will be someone to correct the wrong expression"; another: "the diary which we wrote." One respondent was, however, very precise in identifying "the Basic and Intermediate Written Courses" as the most useful for their educational needs.

Question 6

What other educational activities would you like this organization to add to its programs and why?

Only two immigrant responses only had suggestions for some addition to their organization's programs. One said: "I would like this organization to add a pronunciation course and more grammar too"; the other simply said: "more grammar exercises."

Suggestions by administrators were all-embracing and rather heterogeneous. They included: "more English courses"--three respondents; "demand suggests more conversational time"; "evening classes"--two respondents; "community out-reach courses to serve those people not otherwise served in the community"; "a wider range of English language programmes"; "drop-in counselling facilities primarily on job opportunities" and "more practical skill training, e.g. seamstress." One respondent argued that nothing should be added to the existing programs: "Too busy now. Lack of space."

Question 7

What courses/educational activities would you like this organization to remove from its programs and why?

Eight administrators were categorical that nothing should be removed from existing programs. One added that "programs could expand for the demand if there were more funds and volunteers"; and another: "we don't have enough programs to meet clients' needs."

As was mentioned earlier, one immigrant respondent felt that the practice of "introducing each other with details" should be discontinued in the immigrant aid organization. The argument was that "some people don't like to speak about their past."

Question 8

Do you have any suggestions for making the courses offered by this organization more responsive to the needs of immigrants?

Immigrants' suggestions about making the programs more responsive to their needs fell under two categories: increased instruction and improved instruction. The lament by one respondent that "this course was just twice a week and we learned only how to improve our English" was a recommendation for more instructional hours and more diversified instructional content. Another respondent was more explicit and would wish to "learn about other educational programs available to immigrants, [to] learn about employment opportunities."

Suggesting that instruction could be improved, one respondent recommended that "the teachers should know more than one language." And another had this to say: "I believe that the people who give the classes (teachers) should have more background on the students' cultural background and in psychology."

Administrator suggestions in response to this question fell under the following categories: program content, methodology and funding.

Content. Suggestions on content called for a diversification of programs to respond to the changing needs of immigrants, particularly "women, seniors and people preparing for Canadian citizenship participation." There was also a call for "a wider range of English language programs to better correspond with their [immigrants'] particular abilities at point of entry."

Another content-related suggestion emphasized "training for immigrants so that they would be able to participate with Canadian educators in helping immigrants become participants in Canadian society." This suggestion would relate very well with immigrants' desire to see their intructors "speak more than one language," or "have more cultural background on their students." Another stressed the inclusion of multiculturalism in the curriculum: "Education should change its curriculum and incorporate. MULTICULTURALISM COURSES [sic] in order to permeate and expose future "educators" to multiculturalism. This is needed because teachers go out there without having the minimal idea of what reality they're going to be faced with.

Methodology

Four suggestions related to program delivery. One advocated "setting up specific courses on certain subject areas, e.g. job hunting, resume writing" aswell as "more field trips/workshops on specific topics." Another emphasized the "need for more coordination of different programs offered by different organizations." Another respondent recommended "greater emphasis on course outlines which should be adhered to so a more progressive approach is apparent." The fourth respondent stressed the need for an "holistic needs assessment."

Funding

Most of the suggestions for the expansion of program content or the modification of delivery methods involve a higher expenditure rate. Three suggestions addressed this subject directly. One respondent stated that "more flexible funding guidelines would make programs available to a broader variety of newcomers." Another simply said: "I think government has to put more money in order to be more effective." And, finally, a third called for "more funding to pay higher instructional wages and reduce staff turnover and improve program continuity."

SUMMARY

This chapter has enabled us to examine the personal characteristics of both immigrant and administrator respondents, as well as their perceptions of various needs and of the adequacy of programs to meet those needs. It has enabled us to review the educational programs of Edmonton's' five immigrant aid organizations and the degree of interest immigrants have shown in those programs.

The study of the personal characteristics of immigrants revealed a great diversity in the educational backgrounds of immigrants. Similarly, there was substantial diversity of views amongst immigrants on almost every item examined: motivation, hierarchy of needs and adequacy of programs. The persistent differences among immigrants seemed to stem more from their educational levels than from their geographical and ethnic origins.

The sections on course offerings and course enrolment revealed a general consensus about English Language courses being the most widely offered and the most needed. But there was a growing interest, on both sides,

in skills-oriented programs and in citizenship courses. However, the same could not be said for courses on Consumer Education/Basic Maths.

This chapter has revealed a number of important differences between immigrants and administrators with regard to their perceptions of motivation for immigrating to Canada, and some adaptation needs of immigrants. While administrators saw political and religious persecution as the leading factors in Canadian immigration, immigrants did not. Similarly, the great importance administrators attached to the immigrant's need to socialize, to meet people and make friends, was not shared by immigrants, at least not to the same degree.

Responses to the open-ended questions tended to confirm the information gathered from the statistical findings. Administrators generally felt that all was well with existing programs, that there was need for expansion to meet the demand, and consequently, that there was need for more funding, or "more flexible funding guidelines." Most immigrant respondents called for more programs or more instructional hours, and implicitly, for more funding. A few, however, had other concerns. They suggested that instructors should be made more aware of their clients' cultural backgrounds, and even take courses in psychology. This seems to indicate that the differences observed in immigrants' and administrators' perceptions may in fact be more fundamental, more far-reaching, than meets the eye.

The next chapter will permit us to study immigrants' and administrators' responses in greater detail, and to perform some group comparisons.

CHAPTER SIX
ANALYSES OF FINDINGS

INTRODUCTION

In this chapter, the responses of immigrants and administrators are analyzed by independent variables. The data indicate that the following personal characteristics of immigrants have led to some significant differences in their perceptions of educational needs and adequacy of programs: gender, age, marital status, length of stay in Canada, duration of attendance at the organization and level of education. Other characteristics (such as place of birth) which did not significantly influence immigrant responses have been omitted from these analyses.

Similarly, only three independent variables regarding administrator/instructor respondents have been examined in this chapter: age, role in the organization and years of service in the organization. The variable "institutional affiliation" was omitted from this chapter to ensure maximum anonymity and confidentiality of information. For both immigrant and administrator groups, only cases where the independent variables led to significant differences among respondents' perceptions have been discussed.

The last part of the chapter is devoted to immigrant and administrator comparisons in order to highlight areas of statistically significant differences between the two groups.

I. IMMIGRANT ANALYSES

Gender

Thirty-three immigrant respondents indicated their gender; ten were male, and twenty-three female. Significant differences in respondents' perceptions of need by gender occurred only in three out of a total of thirty-one needs examined in the three areas of: adaptation, education and employment. Female respondents' perceptions of the need to "learn about health facilities" were higher than those of the male respondents, as is demonstrated in Table 6.1. The same table indicates that female immigrants rated the educational needs to communicate in English, both with family members and in the workplace, higher than did their male counterparts.

Table 6.1. Immigrants' perceptions of needs by gender.

Need Area	Means Male	Female	t	p
Adaptation				
Learn about health facilities	1.3	2.5	-2.31	.03
Education				
Learn to communicate in English with family members	1.4	2.7	-2.99	.01
Learn to communicate in English in the workplace	2.6	3.5	-2.46	.02

Male respondents' perceptions of adequacy of programs to meet immigrants' need to learn their rights in society, to get certificates evaluated, and to learn about educational opportunities were higher than the perceptions of their female counterparts as indicated in Table 6.2.

Female students' higher rating for some need areas and lower rating for adequacy in other areas suggests that they have greater expectations from existing immigrant education programs. Judging from the sample for this study, approximately 72 percent of whom are female, it may be fair to expect greater demands on health and language education programs for immigrants in the future.

Table 6.2. Immigrants' perceptions of adequacy by gender

Adequacy Area	Means Male	Female	t	p
Adaptation				
Learn their rights in society	3.4	2.6	2.07	.05
Education				
Get certificates evaluated	2.7	1.5	2.83	.01
Learn about educational opportunities	3.1	2.2	2.29	.04

Marital status

Ten immigrant respondents were single and 20 married. Results of a t-test carried out on all the items in the questionnaire revealed that there were generally no significant differences in perceptions of needs or adequacy attributable to marital status. Only the educational need to "prepare for general interest courses" recorded a statistically significant difference between the perceptions of single and married immigrants. Single respondents" perceptions of this need (3.4) were considerably higher than those of the married ones, as Table 6.3 indicates.

Table 6.3. Immigrants' perceptions of needs by marital status

	Means			
Need Area	Single	Married	t	p
Education				
Prepare for general interest courses	3.4	2.0	3.45	.01

Length of Stay in Canada

Twenty-two immigrant respondents indicated that they had been in Canada for less than 2 years; ten had been in Canada for 2 years or longer. A comparison of responses by these two groups showed that the two groups were significantly different in their perceptions of "a better economic opportunity" as a motivating factor for coming to Canada (Table 6.4). The more recent immigrants, with a mean of 2.7, attached greater importance to economic opportunity than did immigrants who had been in Canada longer, with a mean of 1.7.

Table 6.4. Immigrants' perceptions of motivation by length of stay in Canada

	Means			
Motivation Factor	2 yrs	≥2 yrs	t	p
Better economic opportunity	2.7	1.7	2.16	.04

The high rating for a "better economic future" by more recent immigrants may explain their perceptions of other needs relating to their economic future in Canada. Table 6.5 shows that this group of immigrants attached greater importance to "learning about employment opportunities," "learning how to get a job," "qualifying for a job of their first choice," "learning to complete job application forms" and "learning to write resumes" than did "older" immigrants.

It may be that the latter have been able to meet these employment needs to some extent. If that is so, it would be of interest to explore their source of motivation for enroling in the educational programs of the organizations. Table 6.5 also indicates that the more recent immigrants' perceptions of educational needs were higher than those of "older" immigrants. The same explanations proposed above may apply. But the question of motivational factors still remains unanswered.

Table 6.5. Immigrants' perceptions of needs by length of stay in Canada

Need Area	Means ≤2 yrs	Means ≥2 yrs	t	p
Employment				
Learn about employment opportunities	3.2	1.9	3.16	.01
Learn how to get a job	3.5	2.0	3.51	.01
Qualify for a job of first choice	3.1	1.7	3.42	.01
Learn how to complete job application forms	2.9	1.7	2.42	.03
Learn how to write resumes	3.0	1.7	2.77	.01
Education				
Learn to communicate in English in the workplace	3.5	2.4	2.34	.04
Prepare for higher educ. not in the organization	2.9	1.7	2.62	.02
Receive career counselling	2.7	1.4	2.91	.01
Prepare for university entrance	2.5	1.4	2.23	.04

Although recent immigrants had higher perceptions of employment and educational needs, the older immigrants have higher perceptions of adequacy with regard to the adaptation needs of "finding accommodation" and "learning their duties as tenants." This was also the case with the educational needs of "getting career counselling." Table 6.6 illustrates this.

Table 6.6. Immigrants' perceptions of adequacy by length of stay in Canada

	Means			
Adequacy Area	≤2yrs	≥2yrs	t	p
Adaptation				
Learn to find accommodation	2.3	3.4	-2.12	.05
Learn their duties as tenants	2.0	3.2	-2.46	.03
Education				
Get career counselling	1.9	3.0	-2.21	.04

Age

Fifteen immigrant respondents were under 31 years of age, 12 between 31 and 50, while 5 were over 50 years. Responses of the three age-groups were compared, using the F-test, to ascertain if any of these groups were significantly different from the others. In Table 6.7, it is observed that group 3--those over 50 years of age--was significantly different from both groups 1 and 2 in three adaptation needs, namely: "learning about accommodation types," "learning how to find accommodation," and "learning their duties as tenants." The importance attached by this group to these three adaptation needs would suggest that they were "recent" immigrants, as defined earlier in this study. It is generally argued in the literature that such "older" immigrants are usually parents who have come to join their children already in Canada. The importance they attach to accommodation needs would suggest a desire to be on their own and not remain dependent on the children.

Table 6.7. Immigrants' perceptions of needs by age

Need Area	Means ≤31	31-50	≥50	F	p	Groups
Adaptation						
Learn accommodation types	1.9	1.8	3.6	5.74	.01	3>1,2
Find accommodation	2.3	1.6	3.6	6.55	.01	3>1,2
Learn duties of tenants	2.1	1.7	3.6	5.73	.01	3>1,2
Education						
Prepare higher educ. not in organization	3.1	2.2	1.6	3.48	.06	1>2,3

Table 6.7 also shows that the reverse was the case with regard to the education need of "preparing for higher education not offered in the organization." Here, the younger group of immigrants (those under 31 years of age) had significantly higher perceptions of need than did both groups 2 and 3.

Paradoxically, the same group whose perception of he adaptation need of "finding accommodation" was highest, also had the highest perception of adequacy of program to meet this need. Table 6.8 shows that group 3 was significanlty different from group 1, and group 2 was also significantly different from group 1 regarding the adequacy of the program to finding accommodation. With regard to the program's adequacy to meet the adaptation need of "making use of banks, hospitals etc.," the oldest group demonstrated the highest perception of adequacy, but it was significanlty different from the youngest group only. The significant difference in the perceptions of adequacy of programs to meet educational needs occured only with regard to "learning about educational opportunities" where the middle age group was significantly different from both the youngest and the oldest groups.

Table 6.8. Immigrants' perceptions of adequacy by age

Adequacy Area	Means ≤31	31-50	≥50	F	p	Groups
Adaptation						
Find accommodation	1.8	3.0	3.5	6.13	.01	3>1,2>1
Use banks, hospitals	2.3	3.1	3.6	3.47	.05	3>1
Education						
Learn education opportunities	2.1	3.4	2.0	8.00	.01	2>3,1

Level of Education

For purposes of a comparative analysis of perceptions of immigrants by level of education, respondents were divided into three groups: group 1, those whose highest level of education ranged from Grades 6-12; group 2, those with some postsecondary education or a professional diploma; and, group 3, those with a university degree.

The data indicate that there were 16 immigrants in group 1, 5 in group 2 and 10 in group 3. Table 6.9 reveals that the perceptions of immigrants with a university degree regarding some adaptation needs were significantly different from those of non-university immigrants. Those in groups 1 and 2 rated the needs of "learning their rights in society," "learning how to obtain consumer goods and services," "preparing for Canadian citizenship," and "learning how to use banks, hospitals, etc." significantly higher than did respondents in group 3. This would suggest that the better educated immigrants found it easier to meet these adaptation needs.

With regard to the educational need of preparing for university entrance, it was no surprise that group 2 (those with some postsecondary education or professional diploma) rated this need higher than did either of the other groups.

Table 6.9. Immigrants' perceptions of needs by level of education

Need Area	Means 6-12	Dip.	Univ	F	p	Groups
Adaptation						
Learn rights in society	3.3	3.8	2.0	5.95	.01	1>3,2>3
Obtain consumer goods	3.4	3.5	2.1	4.54	.02	1>3
Prepare for citizenship	3.2	4.0	2.0	7.03	.01	1>3,2>3
Use banks, hospitals	3.5	3.2	2.4	3.37	.05	1>3
Education						
Prepare university entrance	2.1	4.0	1.7	5.53	.01	2>3,1

It was seen in Table 6.9 that there were significant differences, in their perceptions of four adaptation needs, between groups 1 and 3, i.e., between the least and the most educated immigrants. The same two groups showed significant differences with regard to their perceptions of adequacy of programs to meet adaptation, employment and education needs, as shown in Table 6.10. The group that had the highest perceptions of needs of programs also had the highest perceptions of adequacy. It is of interest that the perceptions of adequacy of immigrants with university education were lowest for all items reported in Table 6.10; and the perceptions of the least educated immigrants were highest for all items except "preparing for university entrance." On this item, perceptions of adequacy were highest among group 2 immigrants--those with some postsecondary education or a professional diploma.

Table 6.10. Immigrants' perceptions of adequacy by level of education

Need Area	Means 6-12	Dip.	Univ	F	p	Groups
Adaptation						
Find accommodation	2.9	2.0	1.7	3.56	.05	1>3
Learn rights of tenants	2.9	2.3	1.8	4.49	.03	1>3
Meet people, make friends	3.3	3.0	2.1	4.61	.03	1>3
Learn rights in society	3.3	3.0	1.9	6.32	.01	1>3
Learn obligations to society	3.4	3.0	1.9	6.70	.01	1>3
Employment						
earn employment procedures	3.4	2.7	1.8	5.04	.02	1>3
Prepare for job of first choice	3.0	2.0	1.8	4.93	.02	1>3
Prepare for jobs, not first choice	2.9	2.0	1.9	.98	.04	1>3
Complete job application	3.0	1.7	1.5	12.47	.01	1>3,2
Learn to write resumes	3.0	2.3	1.8	3.67	.05	1>3
Learn workers' rights	3.1	2.3	1.6	6.33	.01	1>3
Education						
Prepare for general interest courses	2.7	1.3	1.7	5.10	.02	1>2,3
Get career counselling	2.6	1.7	1.6	3.78	.05	1>3
Prepare university entrance	1.9	3.3	1.6	3.98	.04	2>3,1

II. ADMINISTRATOR ANALYSES

It was observed in the preceding chapter that there was considerable consensus among administrators on their perceptions of immigrants' needs and the adequacy of programs to meet those needs. Nonetheless, a measure of diversity of views was also noticed. The following analyses reveal areas where statistically significant differences exist, and to what personal characteristics of administrators these differences may be attributed.

Age

Table 6.11 compares perceptions of immigrants' need to "meet people and make friends" by administrators' age. For this purpose, the data on administrator characteristics reported in the preceding chapter were

collapsed to form two groups: Group 1 (40 years or younger), and Group 2 (41 years or older). Of the administrators involved in this particular analysis, 13 were in group 1 and 9 in group 2. Results of t-tests revealed that only on this need item did the administrators' perceptions due to age reach statistical significance. "Younger" administrators accorded greater importance to this item than did "older" administrators, with means of 3.5 and 2.6, respectively.

Table 6.11. Administrators' perceptions of needs by age

Need Area	Means Younger	Older	t	p
Adaptation				
Meet people and make friends	3.5	2.6	2.47	.03

There were no statistically significant differences attributable to age in the administrators' perceptions of adequacy.

Role in Organization

For analysis of administrators' perceptions by their role in the organization, the director/coordinator and the instructor/tutor/volunteer groups, as described in the preceding chapter, were compared. There were 10 administrators in the first group and 12 instructors in the second.

Table 6.12 reveals that directors/coordinators rated the employment needs "learning about employment opportunities" and "learning how to get a job" higher than did instructors, tutors and volunteers. Similarly, there were statistically significant differences in directors' and instructors' perceptions of immigrants' need to have certificates evaluated, to prepare for higher education not provided by their organization, to prepare for university entrance and to learn about correspondence schools and courses.

Table 6.12. Administrators' perceptions of needs by their–role in the organization

Need Area	Means: Director	Means: Instructor	t	p
Employment				
Learn about employment opportunities	3.8	2.9	2.83	.02
Learn how to get a job	3.8	2.9	2.83	.02
Education				
Have certificates evaluated	3.8	2.5	3.33	.01
Prepare for higher education not provided in organization	3.4	2.8	2.11	.05
Learn about correspondence courses	2.4	1.6	2.59	.02
Prepare for university entrance	3.1	2.4	2.20	.05

There were no significant differences attributable to administrators' organizational roles in other areas of employment and education needs, or in adaptation needs.

Table 6.13. Administrators' perceptions of adequacy by their roles in the organization

Need Area	Means: Director	Means: Instructor	t	p
Employment				
Learn about employment opportunities	3.3	2.3	2.49	.03
Learn about employment procedures	3.1	2.1	2.69	.02
Prepare for jobs, not first choice	3.3	2.1	3.33	.01
Learn about workers' rights	3.0	2.1	2.50	.03

Table 6.13 shows that directors/coordinators' rating of adequacy of programs to the employment needs listed were much higher than those of instructors, tutors and volunteers. It is noteworthy that the first group of administrators consistently rated immigrants' needs and the adequacy of programs much higher than did the instructors. This raises the question of which group has a better understanding of their immigrant clients?

While it may be presumed that the second group had more classroom contact with immigrants, it is possible that the first group may get to know their clients better through personal interviews of a purely administrative nature. The tables reveal that the directors/coordinators had perceptions of greater immigrants' needs, and, at the same time, they perceived the effectiveness of programs available to immigrants more favourably than did instructors. Further investigation of possible reasons for differences in the perceptions of directors/coordinators and instructors/tutors/volunteers would seem appropriate.

Length of Service in The Organization

For the analysis of administrators' perceptions of needs by length of service in their organizations, administrators with less than two years of service (group 1) were compared with those who had two years of service or more (group 2). There were 13 in the first group and 11 in the second.

Table 6.14 shows that significant differences between the two groups were observed in three need areas: adaptation, employment and education. Administrators with 2 or more years of service had consistently higher perceptions of these needs than did those with shorter periods of service. This leaves the impression that the longer their involvement with immigrant education, the more "real" the needs of immigrants become to them and the greater their perceived importance. However, a longitudinal study of the perceptions of administrators would be necessary before such a conclusion could be justified.

There were fewer significant differences between the two groups with regard to their perceptions of adequacy of programs to immigrants' needs. Differences were observed on only three items of employment needs. It was noted earlier that groups with higher perceptions of need paradoxically also had higher perceptions of program adequacy.

This paradox repeated itself as administrators with 2 or more years of service had higher perceptions of adequacy of programs to meet the needs of preparing for job interviews, learning what to do, and where to seek help if there were problems in the workplace than did those with fewer than 2 years. Table 6.15 illustrates these differences.

Table 6.14. Administrators' perception of needs by length of service in their organization

Need Area	Means ≤2 yrs	Means ≥2 yrs	t	p
Adaptation				
Learn about laws of Canada	1.9	2.8	-2.42	.03
Employment				
Learn employment opportunities	2.8	3.6	-2.45	.03
Learn how to get a job	2.8	3.6	-2.26	.04
Qualify for job of first choice	2.4	3.5	-2.89	.02
Qualify for job not first choice	2.3	3.2	-2.59	.02
Prepare for job interviews	2.5	3.3	-2.13	.05
Learn to write resumes	2.3	3.1	-2.28	.04
Education				
Have certificate evaluated	2.6	3.6	-2.55	.02
Learn about higher ed. not offered in organization	2.7	3.5	-2.40	.03
Prepare for general interest courses	1.8	2.7	-2.44	.03

Table 6.15. Administrators' perceptions of adequacy by length of service in their organization

Need Area	Means ≤ 2yrs	Means ≥2yrs	t	p
Employment				
Prepare for job interviews	2.4	3.1	-2.36	.03
What to do if there are problems at work	2.1	3.3	-3.38	.01
Where to seek help if problems occur in the workplace	2.1	3.2	-2.92	.01

III. IMMIGRANT AND ADMINISTRATOR COMPARISONS

This section provides a comparative analysis of perceptions of needs and adequacy by both immigrants and administrators. Only areas where there were significant differences between the perceptions of the two groups are discussed.

Table 6.16 indicates that there were four significant differences between immigrants' and administrators' perceptions of need, two each in the areas of motivation and education needs. Administrators' and immigrants' perceptions of political and religious persecution as motivational factors for immigration to Canada differed significantly. Administrators (3.3 and 2.4) perceived these to be more important than did immigrants themselves (2.0 and 1.3, respectively).

Table 6.16. Statistical differences between immigrants' and administrators' perceptions of needs

Need Area	Means Immigr.	Adm.	t	p
Motivation				
Escaping political persecution	2.0	3.3	4.49	.00
Escaping religious persecution	1.3	2.4	3.69	.01
Education				
Have certificates evaluated	1.7	3.0	4.30	.00
Prepare for higher educ. not offered in the organization	2.5	3.1	2.28	.03

There were also significant differences between administrators' and immigrants' perceptions of the educational needs of certificate evaluation and of preparation for other higher education programs not available in their organization. Again administrators rated these needs higher than did immigrants. When one recalls that over 50% of immigrant respondents had Grade 12 education or less, their low rating for certificate evaluation (1.7) as an educational need, tends to make sense.

It was encouraging that only few statistically significant differences were found between the perceptions of needs by immigrants and administrators. This may, perhaps, be regarded as an indication that existing programs are capable of responding appropriately to the expectations and the known needs of immigrants.

Table 6.17 shows that there were no significant differences in perceptions of adequacy in the adaptation and employment need areas. In education, however, significant differences were observed on two items: "preparing for higher education not available in the organization" and

"learning about correspondence courses." The administrators' perceptions of adequacy for these items (2.6 and 2.4, respectively) were consistently higher than those of immigrants (1.6 and 1.5, respectively).

Table 6.17. Statistical differences between immigrants' and administrators' perceptions of adequacy

Need Area	Means Immigr.	Adm.	t	p
Education				
Prepare for higher education not offered in the organization	1.6	2.6	3.73	.01
Learn about correspondence courses	1.5	2.4	3.63	.01

SUMMARY

In this chapter, responses to the questionnaires have been analyzed by immigrant respondents' independent variables of gender, marital status, age, education, length of stay in Canada and duration of enrolment in the organization, and administrator respondents' independent variables of age, role in the organization and length of service.

While a significant difference between immigrants on the basis of marital status was observed only with regard to one education need, more significant differences were observed on the basis of gender, length of stay in Canada, age, and, above all, level of education. Female immigrants' perceptions of health and communication needs were significantly higher than those of male immigrants. More recent immigrants' perceptions of employment and education-related needs were higher than those of less recent immigrants. Older immigrants rated accommodation-related needs higher than did younger immigrants. Younger immigrants, however, rated higher education needs much higher than did older immigrants.

The level of education, however, accounted for the most significant differences among immigrant respondents. Immigrants with the lowest level of formal education rated adaptation needs higher than did those with some postsecondary and those with university education. Understandably, immigrants with some postsecondary education had higher perceptions of the need of preparing for university entrance. Paradoxically, the groups that had

the highest perceptions of needs also had the highest perceptions adequacy of programs to meet those needs.

The administrators/instructors were divided into sub-groups based on their age, role in the organization and length of service in the organization. The directors/coordinators generally had higher perceptions of immigrants' needs as well as of the adequacy of the programs to meet those needs than did the instructors/volunteers/tutors.

Similarly, administrators who had served for 2 years or longer had higher perceptions of both needs and adequacy. This may suggest that the administrators in the director/coordinator category were also those who had served longest in their organizations. Given the frequent staff turnover reported in the responses to the open-ended questions, this hypothesis would seem quite plausible.

Despite the statistically significant differences among sub-groups of both immigrant and administrator respondents, there were very few significant differences between immigrants and administrators, as two distinct groups. These few differences occurred mainly in their perceptions of immigrants' motivation, their need for certificate evaluation, and their need for higher education. They also occurred in the perceptions of adequacy of programs to meet the higher education and the correspondence education needs of immigrants.

The near-consensus observed among the two respondent groups may be an indication that both providers and consumers of immigrant education in Edmonton currently agree about the content and the objectives of immigrant education. However, the lack of consensus among immigrants themselves, in particular, should be a matter for concern. This lack of consensus is attributable mainly to differences in gender, age and level of education. It suggests that a change in the composition of future immigrant populations--son the basis of these independent variables--could easily make substantially different demands on the education system or that the agencies could coordinate their activities to allow for more specialized or focused programs.

CHAPTER SEVEN
SUMMARY, CONCLUSIONS AND IMPLICATIONS

INTRODUCTION

This chapter provides an overview of the present study: the socio-historical context, the problem and subproblems, the methodology and the major findings. It also offers conclusions that can be drawn from the findings. Finally, it considers the implications the findings and conclusions may have for policy, practice and research in immigrant education.

SUMMARY

Context

This study was carried out in the context of changing trends in the Canadian immigrant population, in Canada's immigration laws and in Canadian attitudes towards immigration. The 1981 census figures indicated that in the decade ending in 1980 there were "substantial percentage increases for new Canadians born in Asia, Caribbean and Latin America" (Global Press, 1989: 95). Immigration statistics from 1981 to 1989 and relevant literature suggested that these "increases" persisted in the period under review, although not without further changes and modifications. These changes were examined in chapter four.

The modifications in Canada's immigration laws were embodied in The Immigration Act of 1976 The objectives of Canada's immigration program as specified in the Act included "demographic goals, cultural and social enrichment, family re-unification, the fulfilment of Canada's international obligations to refugees and the use of immigration to assist economic development." Hence except for "sponsored dependents," all prospective immigrants were consequently required to "meet criteria related to the labour market" (Allen, 1978: 124). This period also witnessed a growing opposition among Canadians to the idea that Canada needed immigrants.

Despite this opposition, however, government studies such as Canada Employment and Immigration Commission (1988: 24) argued that for Canada to maintain its 1986 population level in the year 2046, an intake of 180,000 immigrants every year between 1986 and 2046 was necessary. Thus the need for sustained immigration to Canada for the next half century was established.

This argument and changes in the sources of Canadian immigration provided both the context and the rationale for this study.

The Problem and Subproblems

This study examined the perceptions of educational needs and adequacy of adult education programs of five immigrant aid organizations in the City of Edmonton, namely: Catholic Social Services, Changing Together, Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Assistance to Newcomers and St. Barnabas Refugee Society.

The subproblems were:

1. To establish immigration trends for the Province of Alberta and the City of Edmonton.
2. To ascertain enrolment trends in the educational programs of the five immigrant aid organizations in Edmonton.
3. To ascertain the perceptions of immigrants and administrators/instructors regarding the educational needs of immigrants.
4. To ascertain the perceptions of immigrants and administrators/instructors regarding the adequacy of the educational programs in meeting the perceived educational needs of immigrants.
5. To analyze the perceptions of educational needs and of adequacy of educational programs by respondent characteristics.

Methodology

The methodology adopted in this study was the descriptive survey method. Two separate questionnaires were used: "A" Questionnaire for immigrant students, "B" Questionnaire for program administrators. Seventy-two "A" questionnaires and forty "B" questionnaires were distributed. Of these, 36 and 26, respectively, were returned, representing a 50 percent and a 65 percent response rate, respectively.

The two separate questionnaires provided a basis for comparison of the perceptions of immigrants regarding their needs and the adequacy of programs with the perceptions of the administrators/instructors of the immigrant education programs.

FINDINGS

Immigration Trends

The study revealed that Alberta's intake of immigrants dipped to an all-time low in 1985, although it picked up in the second half of the decade. The study also revealed that Alberta immigration has not followed the national trends very closely, particularly with regard to the geographical origin of immigrants.

Immigrants' Perception

Gender. The study indicated that 73 percent of immigrant respondents were female while 27 percent were male. Analysis of findings by gender revealed that significant differences in immigrants' perceptions of need occurred in the following three areas: adaptation, education and employment. Female respondents' perceptions of the needs to "learn about health facilities" and to "communicate in English with family members" and "in the workplace" were higher than those of male respondents.

Inversely, male respondents' perceptions of adequacy of programs to meet immigrants' needs to learn their rights in society, to get certificates evaluated and to learn about educational opportunities, were higher than those of female respondents.

Education. An important finding of this study was the educational diversity of immigrants. Immigrant respondents included holders of university postgraduate degrees (11.4 percent), holders of university first degrees (20 percent) as well as holders of certificates equivalent to Grades 12, 9 and 6 who accounted for 14.3, 22.9 and 14.3 percent, respectively.

A comparative analysis of perceptions of immigrants by level of education revealed that immigrants with university education rated the adaptation needs of "learning their rights in society," "learning how to obtain consumer goods and services," "preparing for Canadian citizenship" and "learning how to use banks, hospitals etc." significantly lower than did immigrants with Grades 6-12 education. Similarly, immigrants with some postsecondary education or a professional diploma rated the educational need of "preparing for university entrance" much higher than did those with university degrees and those with less than Grade 12 education.

With regard to perceptions of adequacy, immigrants with university-level education had lower perceptions of adequacy than did the other two educational groups in respect to four adaptation, six employment and three educational needs.

Age. Another finding of this study was that "older" immigrants (those 50 years of age and over) had higher perceptions of the needs to learn about accommodation types, how to find accommodation and their duties as tenants than did "younger" immigrants. This finding is of interest because the literature suggested that such "older" immigrants were mostly parents who had come to join their children already in Canada. The importance they attached to accommodation needs may be indicative of a desire to be on their own and not to remain dependent on their children, once they have been admitted into Canada.

Age was also a factor influencing immigrants' perceptions of the educational need of "preparing for higher education not offered in their organization." Here, the "younger" immigrants (those under 31 years of age) had significantly higher perceptions of need than did those in the two older categories.

Administrators' Perceptions

Role. There were statistically significant differences among respondents by their role in the organization. Directors had higher perceptions of the educational needs of having certificates evaluated, preparing for university entrance and learning about correspondence schools and courses, than had instructors. Similarly, respondents in the director category rated program adequacy much higher than did those in the instructor category.

Length of service. The study also revealed that administrators/instructors with more than two years of service in the organizations generally had higher perceptions of both needs and program adequacy than did those with fewer than two years of service.

Immigrant and Administrator Comparisons

Despite the statistically significant differences among subgroups of both immigrant and administrator respondents, there were very few significant differences between immigrants and administrators/instructors, as two separate groups. These differences occurred in the following areas:

Motivation. Immigrants and administrators differed significantly in their perceptions of political and religious persecution as motivational factors for immigration to Canada.Immigrants rated these items much lower than did administrators/instructors.

Education. Immigrants' and administrators' perceptions of the educational needs of having certificates evaluated and preparing for higher education programs not offered in their organization were also significantly different. Here again, the immigrants rated these items lower than did the administrators.

Adequacy. There were also significant differences in the perceptions of adequacy with regard to the need areas of "preparing for higher education not offered in the organization" and "learning about correspondence courses." Administrators' perceptions of adequacy of programs to meet these needs were significantly higher than those of immigrants.

CONCLUSIONS

From the findings summarized above, the following conclusions can be drawn:

1. Recent immigration trends in Alberta are somewhat different from national trends in terms of geographical origin of immigrants.
2. Female immigrants accord greater importance to health and language-related educational programs than do male immigrants.
3. Female immigrants have greater expectations from (and make greater demands of) existing programs in adaptation and education need areas.
4. Their educational background is perhaps the most important factor in immigrants' perceptions of needs and adequacy of programs.

5. The relatively low level of consensus in immigrants' perceptions of needs and adequacy is mainly due to three factors: age, gender and educational levels.

6. Existing immigrant education programs respond less satisfactorily to the needs of "older" immigrants than to those of "younger" immigrants. Hence, in the group where 58 percent of respondents were over 31 years of age, the affirmation of a respondent that the educational programs were "directed to youth like me," was, to some extent, a negative comment on the programs, since this respondent was in the minority.

7. Immigrants with university-level education have lower perceptions of adequacy than do others; in other words, they derive less satisfaction from existing programs than do the rest.

8. There appears to be a correlation between administrators' organizational role and their length of service in the organization.

9. The perceptions of administrators in the instructor category with regard to needs of immigrants and adequacy of programs are closer to those of immigrants than are the perceptions of administrators in the director category.

10. The relatively few statistically significant differences between immigrants' and administrators' perceptions of needs and adequacy of programs suggest that existing immigrant education programs in Edmonton were perceived to be adequate by those most directly concerned.

11. The few instances of statistically significant differences between the immigrant and administrator groups and the many differences among immigrant subgroups suggest that the level of adequacy of programs is rather tenuous, and that the perceptions of immigrants regarding existing programs could easily change if the composition of the immigrant population was altered considerably by gender, age or educational levels.

IMPLICATIONS

The findings and conclusions discussed above may have some important implications for policy and practice and for research in immigrant education.

Implications for policy and practice

1. Mickelson (1978) and Husaini and Susut (1984) recommended the implementation in Edmonton of immigrant education and self-help programs modelled after those existing in Toronto, Vancouver, Winnipeg, etc. The finding that Alberta immigration is not totally representative of national immigration trends implies that importing programs from other major Canadian cities may not be entirely appropriate. Just as provincial immigration is closely tied to local or regional economic needs, so also should immigrant education policy and practice be tied to local immigrant needs and aspirations.

2. The finding that administrators in the director category had less "realistic" perceptions of needs of immigrants and adequacy of programs than did those in the instructor category suggests that the former were more involved with the immigrant organization from the perspective of government policy and immigration ideology than from the point of view of the day-to-day realities of the immigrant. More direct involvement of directors with immigrants could change their perceptions and enhance their effectiveness as administrators of immigrant education programs.

3. The gender ratios of the sample for this study and the differences in perceptions of need and adequacy due to gender have important implications for policy and practice. Policy makers and practitioners may anticipate greater demands for health and language education programs in the future if, as the sample for this study suggests, female immigrants continue to outnumber male immigrants in course participation.

4. Practitioners of immigrant education also need to be more sensitive to gender influences on immigrants' perceptions of and attitudes toward education programs.

5. Differences in immigrants' perceptions of needs and adequacy due to gender lend support to Husaini and Susut (1984) and to the creation of Changing Together--A Centre for Immigrant Women of Edmonton in 1983. Despite the existence of Changing Together, other immigrant aid organizations whose programs are open to all should consider special programs/courses for either men or women as demand and number permit.

6. As far as possible immigrants with comparable educational backgrounds should be grouped and taught together. Some comments made in response to the open-ended questions to the effect that "sometimes teacher

teaches too simple [sic]," and that fast learners were bored in class, would suggest that course content was not always challenging enough to stimulate adult thought.

7. Practitioners of immigrant education should be encouraged to adopt adult education principles which tie course content and methodology to students' backgrounds, abilities and interests. It is significant that a respondent recommended diversification of programs to respond to changing needs of immigrants, particularly "women, seniors and people preparing for Canadian citizenship."

8. Except for courses on language skills which may be basic, intermediate or advanced, depending on the students' abilities, immigrant education programs need to be "adult" in character to be able to respond to the "adult" minds of the clientele. The lack of enrolment in such elementary programs as Consumer Education/Basic Maths illustrates this need.

9. From the literature, it is observed that the major indicator of successful adaptation, settlement and educational programs for immigrants is the latter's economic well-being in the new society. Greater emphasis should therefore be placed on English in the workplace for all immigrants, specific Job Re-entry Programs for unskilled immigrants and professional continuing education for skilled immigrants needing certification by professional bodies. Similar recommendations have been made in successive studies, notably: Mickelson (1978), TESL, Canada (1981), Husaini and Susut (1984) and Edmonton Social Services (1986).

Implications for research

1. Research to monitor the composition and determine the needs and aspirations of Alberta immigrants should be an on-going activity since policy and practice should be founded on research.

2. The absence of a satisfactory explanation for administrators' "unrealistic" perceptions of immigrants' motivation and needs as well as of the adequacy of programs calls for further research by way of longitudinal studies of administrators' perceptions. Such research could aim at ascertaining the basis and the extent of the perception differences between "directors" and "instructors."

3. A similar study could be undertaken to examine the perception of needs and adequacy of programs among immigrant students and administrators/instructors of public education institutions.

4. A further examination of the perception of educational needs and adequacy of programs could be conducted using the interview method, thus including a more representative sample of immigrant students.

5. A documentary study could be developed to establish the trends of participation in immigrant education.

6. Immigration statistics have focused on immigrants' age and educational levels more than on their gender. Future research in this area should pay more attention to gender differences and influences, than has hitherto been the case.

7. In view of the success and impact of Changing Together--A Centre for Immigrant Women of Edmonton--, future research should examine the need and the feasibility of creating a centre for immigrant men in Edmonton.

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APPENDICES

PERCEPTIONS OF ADEQUACY OF THE EDUCATION PROGRAMS OF FIVE IMMIGRANT AID ORGANIZATIONS IN EDMONTON

"A" QUESTIONNAIRE: FOR STUDENTS

SECTION A (Demographic data).

In this section, please answer the questions by marking [X] in the appropriate space on the right side of the page.

I. Your gender:
1. Male.....[ ]
2. Female.....[ ]

II. Your age:
1. 20 years or below.....[ ]
2. 21-30 years.....[ ]
3. 31-40 years.....[ ]
4. 41-50 years.....[ ]
5. over 50 years.....[ ]

III. Marital Status:
1. Single .....[ ]
2. Married.....[ ]
3. Divorced/Separated/Widowed..[ ]

IV. Place of birth:
1. North America.....[ ]
2. South/Central America.....[ ]
3. Eastern Europe.....[ ]
4. Northern Europe.....[ ]
5. Southern Europe.....[ ]
6. North Africa.....[ ]
7. West/Central Africa.....[ ]
8. Southern Africa.....[ ]
9. Middle East.....[ ]
10. South-East Asia.....[ ]
11. Australasia.....[ ]
12. Other
(please specify)_____[ ]

V. How long have you been in Canada?

1. less than 2 years.....[ ]
2. 2 - 4 years.....[ ]
3. 5 - 7 years.....[ ]
4. 8 - 10 years.....[ ]
5. 10 years and over.....[ ]

VI. What is the highest level of education you have received so far?

1. Grade 6 or equivalent.....[ ]
2. Grade 9 or equivalent.....[ ]
3. Grade 12 or equivalent.....[ ]
4. Some post-secondary training but no diploma or degree.....[ ]
5. Apprenticeship certificate.....[ ]
6. Professional Diploma.....[ ]
7. University bachelors degree.....[ ]
8. Post-graduate diploma/degree.....[ ]

VII. Where did you receive the education or training mentioned above?

1. In your home land.....[ ]
2. In Canada .....[ ]
3. At home and in Canada.....[ ]
4. Somewhere else.....[ ]

SECTION B (Organizational affiliation)

In this section, please answer the questions by marking [X] in the space provided on the right.

VIII. In which organization are you enroled ?

1. Catholic Social Services .....[ ]
2. Changing Together .....[ ]
3. Edmonton Immigrant Services Association .....[ ]
4. Edmonton Mennonite Centre .....[ ]
5. St. Barnabas Refugee Society .....[ ]

IX. How long have you taken courses in this organization?

1. 1 - 6 months .....[ ]
2. 6 - 12 months .....[ ]
3. 12 - 18 months .....[ ]
4. 18 - 24 months .....[ ]
5. 24 months or more.....[ ]

X. Which of these courses (or equivalents) have you taken in this organization? (Check as many as apply).

1. Conversational English-Basic I.....[ ]
2. Conversational English-Basic II.....[ ]
3. Conversational English-Intermediate..[ ]
4. Written English--Basic I .....[ ]
5. Written English--Basic II.....[ ]
6. Written English--Intermediate.....[ ]
7. Citizenship Education--Preparatory...[ ]
8. Citizenship Education--Advanced.....[ ]
9. Consumer Education/Basic Maths.....[ ]
10. General Interest Courses.....[ ]
11. Other (Specify_____)[ ]

XI. Have you enroled in any other organization?

1. Yes .....[ ]
2. No .....[ ]

SECTION C (Perceptions of Needs)

XII. Please indicate which of these reasons for coming to Canada are most important to you. Rate them from 1 to 4 to indicate your order of priority. (For example, 1 = not important; 2 = a little important; 3 = quite important; 4 = very important. Circle the best response.)

	NOT IMP	LITTLE IMP	QUITE IMP	VERY IMP
1. Better economic opportunity	1	2	3	4
2. Better educational opportunity	1	2	3	4
3. Family reunification	1	2	3	4
4. Escaping political persecution	1	2	3	4
5. Escaping religious persecution	1	2	3	4
6. A better future for your child(ren)	1	2	3	4
7. Any other reason; (please specify_____)	1	2	3	4

13. Please indicate which of these reasons for taking courses are the most important to you. Rate them from 1 to 4 to show how important they are to you. (1 = not important; 2 = a little important; 3 = quite important; 4 = very important).

	NOT IMP	LITTLE IMP	QUITE IMP	VERY IMP
Adaptation Needs				
1. To get information about types of accommodation	1	2	3	4
2. To learn how to find accommodation.....	1	2	3	4
3. To learn the rights of a tenant.....	1	2	3	4
4. To learn the duties of a tenant.....	1	2	3	4
5. To learn what to do in case of sickness.....	1	2	3	4
5. To learn about the laws of this country.....	1	2	3	4
6. To meet people and make friends..	1	2	3	4
7. To learn my rights in the society.....	1	2	3	4
8. To learn my duties to society....	1	2	3	4
9. To learn how to obtain goods and services.....	1	2	3	4
10. To prepare for Canadian citizenship.....	1	2	3	4
11. To learn how to use the banks, hospitals, telephones....	1	2	3	4
12. Other (please specify _____)	1	2	3	4
Employment Needs				
1. To learn about employment opportunities.....	1	2	3	4
2. To learn how to get a job.....	1	2	3	4
3. To train for a job of your first choice.....	1	2	3	4
4. To train for other jobs not of your first choice.....	1	2	3	4
5. To learn how to complete job application forms.....	1	2	3	4
6. To learn how to prepare personal records/resumes.....	1	2	3	4
7. To prepare for job interviews.....	1	2	3	4
8. To learn about workers' rights....	1	2	3	4
9. To learn what to do if you have problems at work.....	1	2	3	4
10. To learn where to seek help if there are problems at work....	1	2	3	4
11. Other (please specify _____).	1	2	3	4

Educational Needs	NOT IMP	LITTLE IMP	QUITE IMP	VERY IMP
1. To obtain evaluation of certificates you got from your home country.....	1	2	3	4
2. To learn to speak English with members of your family.....	1	2	3	4
3. To learn to speak English to get into the work force.....	1	2	3	4
4. To learn about other educational programs available to immigrants..	1	2	3	4
5. To prepare for higher education programs not available in this organization.....	1	2	3	4
6. To prepare for general-interest courses not offered by this organization.....	1	2	3	4
7. To learn about correspondence schools and courses.....	1	2	3	4
8. To receive counselling on career options.....	1	2	3	4
9. To prepare for university entrance.....	1	2	3	4
10. Other (Specify_____ _____)...	1	2	3	4

SECTION D (Perceptions of Adequacy)

In this section, please indicate how successful the courses you took in this organization have been in meeting the specific objectives indicated below. Please rate them by circling the number that best represents your opinion. (For example, 1 = poor; 2 = fair; 3 = good; 4 = very good)

To what extent have the courses you took been successful in helping you:

	POOR	FAIR	GOOD	VERY GOOD
1. know the types of accommodation available in Edmonton.....	1	2	3	4
2. find accommodation	1	2	3	4
3. understand the rights of tenants	1	2	3	4
4. understand the duties of tenants	1	2	3	4
5. learn what to do in case of sickness.....	1	2	3	4
6. learn about the laws of Canada..	1	2	3	4
7. meet people and make friends....	1	2	3	4
8. know your rights in the society	1	2	3	4
9. know your duties to society.....	1	2	3	4
10. obtain goods and services.....	1	2	3	4
11. prepare for citizenship.....	1	2	3	4
12. make use of banks, hospitals and telephones.....	1	2	3	4
13. Other (specify_____ _____)	1	2	3	4

Employment Needs

To what extent were the courses successful in helping you:

1. learn about employment opportunities.....	1	2	3	4
2. learn how to get a job.....	1	2	3	4

	POOR	FAIR	GOOD	VERY GOOD
3. qualify for a job of your first choice.....	1	2	3	4
4. qualify for other jobs not of your first choice....	1	2	3	4
5. learn to complete job application forms.....	1	2	3	4
6. learn how to prepare personal records/resumes.....	1	2	3	4
7. prepare for job interviews.....	1	2	3	4
8. learn about workers' rights.....	1	2	3	4
9. learn what to do if there are problems at work.....	1	2	3	4
10. learn where to go for help if there are problems at work.....	1	2	3	4
11. Other (specify_____ _____)	1	2	3	4

Educational Needs

To what extent were the courses you took successful in helping you:

1. obtain evaluation of certificates you had before coming to Canada	1	2	3	4
2. speak more English with members of your family.....	1	2	3	4
3. speak more English at the work place.....	1	2	3	4
4. learn about other educational programs available to immigrants.	1	2	3	4
5. prepare for higher education programs not available in this organization.....	1	2	3	4
6. prepare for general-interest courses not offered by this organization.....	1	2	3	4
7. learn about correspondence schools and courses.....	1	2	3	4
8. get counselling on employment opportunities.....	1	2	3	4
9. prepare for university entrance	1	2	3	4
10. Other (specify_____ _____)	1	2	3	4

SECTION V (Open-ended questions)

Please respond freely to the following questions:

1. What did you like most about the courses you took in this organization?

_____

_____

_____

_____

2. What did you like least about the courses you took in this organization?

_____

_____

_____

_____

3. What courses were most useful in meeting your adaptation needs?

_____

_____

_____

4. What courses were most useful in meeting your employment needs?

_____

_____

_____

5. What courses were most useful in meeting your educational needs?

6. What other educational activities would you like this organization to add to its programs and why?

7. What courses/activities would you like this organization to remove from its programs and why?

8. Do you have any suggestions for making the courses offered by this organization more responsive to the needs of immigrants?

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY.

APPENDIX B: "B" QUETIONNAIRE: FOR ADMINISTRATORS

PERCEPTIONS OF ADEQUACY OF EDUCATION PROGRAMS OF FIVE IMMIGRANT AID ORGANIZATIONS IN EDMONTON

"B" QUESTIONNAIRE
(For program administrators, instructors, etc.)

SECTION A (You and the Organization).

In this section, please answer the questions by marking [X] in the appropriate space on the right side of the page.

I. Your gender:
1. Female.....[ ]
2. Male.....[ ]

II. Your age:
1. 20-30 years.....[ ]
2. 31-40 years.....[ ]
3. 41-50 years.....[ ]
4. over 50 years.....[ ]

III. Your organization:

1. Catholic Social Services..[ ]
2. Changing Together.....[ ]
3. Edmonton Immigrant Services Association.....[ ]
4. Edmonton Mennonite Centre.[ ]
5. St. Barnabas Refugee Society.....[ ]

IV. Your role in the organization:

1. Director.....[ ]
2. Co-ordinator.....[ ]
3. Instructor.....[ ]
4. Counsellor.....[ ]
5. Tutor.....[ ]
6. Volunteer.....[ ]
7. Other (please specify_____[ ]

V. How long have you been with the Organization?

1. less than 2 years.....[ ]
2. 2-4 years.....[ ]
3. 5-7 years.....[ ]
4. 8-10 years.....[ ]
5. over 10 years.....[ ]

VI. Which of these courses (or equivalents) are offered by your Organization? (Check all that apply.)

1. Conversational English-Basic I.....[ ]
2. Conversational English-Basic II....[ ]
3. Conversational English-Intermediate[ ]
4. Written English-Basic I.....[ ]
5. Written English-Basic II.....[ ]
6. Written English-Intermediate.....[ ]
7. Citizenship Education-Preparatory..[ ]
8. Citizenship Education-Advanced.....[ ]
9. Consumer Education/Basic Maths.....[ ]
10. General Interest Courses.....[ ]
11. Other (Please specify_____ _____)[ ]

SECTION B (Perceptions of Needs)

VII. Which of the factors listed below do you think offers immigrants the most important motivation for coming to Canada? Please rate them in <u>your</u> order of perceived priority, from 1 to 4: (1 = not important; 2 = a little important; 3 = important; 4 = very important)

	NOT IMP	FAIRLY IMP	QUITE IMP	VERY IMP
1. Better economic opportunity.....	1	2	3	4
2. Better educational opportunity....	1	2	3	4
3. Family reunification.....	1	2	3	4
4. Escaping political persecution....	1	2	3	4
5. Escaping religious persecution....	1	2	3	4
6. Better future for their children..	1	2	3	4
7. Any other reason; (please specify_____)..	1	2	3	4

VIII. Please indicate which of these reasons for taking courses are most important to immigrants. Please rate them from 1 to 4 in <u>your</u> order of perceived priority, as in no 7 above.

Adaptation Needs

1. To learn about types of accommodation in Edmonton.....	1	2	3	4
2. To learn how to look for accommodation.....	1	2	3	4

3. To learn the rights of tenants...	1	2	3	4
4. To learn the duties of tenants....	1	2	3	4
5. To learn about health facilities in Edmonton.....	1	2	3	4
6. To learn about the laws of Canada.....	1	2	3	4
7. To meet people and make friends...	1	2	3	4
8. To learn their rights in the society.....	1	2	3	4
9. To learn their obligations to society.....	1	2	3	4
10. To learn how to obtain consumer goods and services.....	1	2	3	4
11. To prepare for Canadian citizenship.....	1	2	3	4
12. To learn how to make use of banks, hospitals, telephones.....	1	2	3	4
13. Other (Please specify_____ _____).	1	2	3	4

Employment Needs

1. To learn about employment opportunities.....	1	2	3	4
2. To learn how to get a job.....	1	2	3	4
3. To qualify for a job of their first choice.....	1	2	3	4
4. To qualify for other jobs not of their first choice.....	1	2	3	4
5. To learn how to complete job application forms.....	1	2	3	4
6. To prepare for job interviews.....	1	2	3	4
7. To learn how to write resumes.....	1	2	3	4
8. To learn about workers' rights....	1	2	3	4
9. To learn what to do if they have problems at work.....	1	2	3	4
10. to learn where to seek help if they have problems at work.....	1	2	3	4
11. Other (Please specify_____ _____)	1	2	3	4

Educational Needs

	NOT IMP	FAIRLY IMP	QUITE IMP	VERY IMP
1. To have certificates obtained at home evaluated for Canadian equivalencies.....	1	2	3	4
2. To learn to communicate in English with other members of their families.....	1	2	3	4
3. To learn to communicate in English in the work place.....	1	2	3	4
4. To learn about other educational programs available to immigrants..	1	2	3	4
5. To prepare for higher education programs not available in your organization.....	1	2	3	4
6. To prepare for general-interest courses not available in your organization.....	1	2	3	4
7. To learn about correspondence schools and courses.....	1	2	3	4
8. To receive career counselling.....	1	2	3	4
9. To prepare for university entrance.....	1	2	3	4
10. Other (Please specify _____ _____)...	1	2	3	4

SECTION C (Perceptions of Adequacy)

IX. In this section, please indicate the extent to which you think the courses offered by your organization have been adequate in meeting the specific objectives indicated below. Circle the number which best represents your opinion. (1 = not adequate; 2 = barely adequate; 3 = adequate; 4 = very adequate)

To what extent have the courses been adequate in helping them:

	NOT AD.	FAIRLY AD.	QUITE AD.	VERY AD.
1. learn about types of accommodation.....	1	2	3	4
2. find accommodation.....	1	2	3	4
3. learn their rights as tenants...	1	2	3	4
4. learn their duties as tenants...	1	2	3	4

	NOT AD.	FAIRLY AD.	QUITE AD.	VERY AD.
5. learn about lth facilities in Edmonton.	1	2	3	4
6. learn about legal system....	1	2	3	4
7. meet people make friends....	1	2	3	4
8. learn their hts in society...	1	2	3	4
9. learn their igations to society.....	1	2	3	4
10. obtain consum goods and services.....	1	2	3	4
11. prepare for c izenship.....	1	2	3	4
12. Other (Please pecify_____ _____)	1	2	3	4

Employment Need

To what extent re the courses adequate in hel ng them:

1. learn about ployment opportunitie	1	2	3	4
2. learn about ployment procedures..	1	2	3	4
3. prepare for bs of their first oice.....	1	2	3	4
4. prepare for her jobs not of their fir choice.....	1	2	3	4
5. learn to com ete job application rms.....	1	2	3	4
6. learn to wri resumes.....	1	2	3	4
7. prepare for b interviews.....	1	2	3	4
8. learn about rkers' rights.....	1	2	3	4
9. learn what t do if they have problem at work.....	1	2	3	4
10. learn where o seek help if they have p blems at work.....	1	2	3	4
11. Other (Plea e specify_____ _____)	1	2	3	4

Educational Needs

To what extent were the courses adequate in helping them:	NOT AD.	FAIRLY AD.	QUITE AD.	VERY AD.
1. get certificates from their home countries evaluated.....	1	2	3	4
2. communicate better in English with family members.....	1	2	3	4
3. communicate better in English in the work place.....	1	2	3	4
4. learn about other educational opportunities.....	1	2	3	4
5. prepare for higher education....	1	2	3	4
6. prepare for general-interest courses not available at this organization.....	1	2	3	4
7. learn about correspondence schools and courses.....	1	2	3	4
8. get career counselling	1	2	3	4
9. prepare for university entrance.....	1	2	3	4
10. Other (Please specify_____ _____)	1	2	3	4

SECTION D (Open-ended questions)

Please respond freely to the following questions:

1. What do you think the students liked most about the courses offered by the organization?

_____

_____

_____

_____

2. What do you think they liked least about those courses?

_____

_____

_____

3. What courses were most useful in meeting their adaptation needs?

4. What courses were most useful in meeting their employment needs?

5. What courses were most useful in meeting their eduational needs?

6. What other educational activities would you like the organization to add to its programs and why?

7. What courses/activities would you like the organization to remove from its programs and why?

8. Do you have any suggestions for making the courses offered by this organization more responsive to the needs of immigrants?

_____

_____

_____

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY

APPENDIX C: LETTER OF REQUEST FOR PARTICIPATION IN SURVEY: —ADMINISTRATORS AND INSTRUCTORS

To: Administrators and instructors,
Immigrant Aid Organizations, Edmonton.

From: Joseph Nnadi,
Adult, Career and Technology Education,
University of Alberta.

PERCEPTIONS OF ADEQUACY OF EDUCATION PROGRAMS OF FIVE IMMIGRANT AID ORGANIZATIONS IN EDMONTON:
Request for participation in survey.

Canada is a country of immigrants. Indications are that it will continue to be so for the foreseeable future. Hence the importance attached in this country to settlement and educational programs for new immigrants.

The present study is part of an M. Ed. thesis in Adult Education at the University of Alberta. It examines how adequate providers and consumers of educational programs for immigrants in Edmonton consider these programs to be. It is non-judgmental.

You are requested to participate in this study by responding to a questionnaire. Strict confidentiality of information is built into the research design. You will receive the questionnaire from a Director in your organization and will be requested to return it to her/him in a sealed envelop which will be provided. In this way, your identity and the details of your response will be protected.

Similarly, references to individual immigrant aid organizations will not be made in the final report. Only compiled results will be included.

THE FOREGOING NOTWITHSTANDING, IF YOU STRONGLY FEEL YOU DO NOT WANT TO PARTICIPATE, PLEASE RETURN THE QUESTIONNAIRE, UNCOMPLETED, IN THE ENVELOP PROVIDED.

I do hope, however, you can spare a few minutes of your busy time to complete the questionnaire. Although it seems long, it has been so designed that most questions can be answered with a check mark, or by circling a figure.

I would like to thank you in advance for your time. If you have any concerns or questions about this study, please feel free to contact me at 492 3700 or leave a message at 492 3678 and I will call you back.

Joseph Nnadi
April 15, 1990.

APPENDIX D: LETTER OF REQUEST FOR PARTICIPATION IN SURVEY: EXITING STUDENTS

To: Exiting students,
Immigrant Aid Organizations, Edmonton.

From: Joseph Nnadi,
Audlt, Career and Technology Education,
University of Alberta.

PERCEPTIONS OF ADEQUACY OF EDUCATION PROGRAMS OF FIVE IMMIGRANT AID ORGANIZATIONS IN EDMONTON:
Request for participation in survey.

Canada is a country of immigrants. Indications are that it will continue to be so in the future. This explains the importance attached to settlement and educational programs for immigrants.

This survey is part of a research study at the University of Alberta. It examines the opinions teachers and students of educational programs for immigrants in Edmonton have about these programs.

You have been selected to take part in this study by completing a questionnaire. You will receive the questionnaire from a Director in your organization. You will be asked to return it to her/him in a sealed envelop which will be provided. In this way, your identity and the details of your response are protected.

Neither yourself nor your organization will be harmed in any way by this survey.

HOWEVER, IF YOU STRONGLY FEEL YOU DO NOT WANT TO TAKE PART, JUST RETURN THE QUESTIONNAIRE, UNCOMPLETED, IN THE ENVELOP PROVIDED.

But I do hope you can spare some time and complete the questionnaire. It may seem long, but most of the questions can be answered with a chech mark or by circling a figure.

I would like to thank you in advance for your time.

If you have any questions about this survey, please feel free to contact me at 492-3700 or leave a message at 492-3678 and I will return your call.

Joseph Nnadi,
April 15, 1990.